DOCUMENT RESUME

ED 357 172 CE 063 437

AUTHOR Hacketc, Bessie, Comp.
TITLE Correctional Education: A Way To Stay Out. Education in Correctional Centers: Findings and Recommendations.
INSTITUTION Illinois State Council on Vocational Education, Springfield.
PUB DATE 92
NOTE 48p.; Printed in blue ink on tinted stock. For the 1990 report, see ED 333 311.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Career Planning; *Correctional Education; Correctional Institutions; *Crime Prevention; Criminals; *Educational Benefits; Education Work Relationship; Prisoners; Program Descriptions; *Recidivism; State Programs; Statewide Planning; Success; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS *Illinois

ABSTRACT

This report provides a look at correctional education in Illinois, with special emphasis on vocational offerings and their potential to affect the reduction of crime and recidivism. The 8 commendations and 15 recommendations are directed to state staff who make decisions about vocational programming. Recommendations include the following: follow through with development of a comprehensive 5-year plan; conduct external team evaluations every 5 years of each correctional center's education program; require each institution to develop a training-industry-education plan; require each student to prepare an individualized career plan; review programs for females; integrate applied basic skills in all programs; promote staff development; extend the school day to accommodate more students; and continue to support establishment of community networks. The supporting documentation is arranged according to areas of concern: facts and forecasts, costs and cutbacks, planning and evaluation, incentives, and community services and networks. An update section explains new transitional services for offenders, including various mentoring programs. Project title, agency, and director are provided. Inmates' feelings about their lives in prison are compiled in the survey section. Included in the report are 14 success stories of former inmates that reinforce the value of their educational experience while incarcerated. Appendixes include personal profile forms and 16 references. (YLB)

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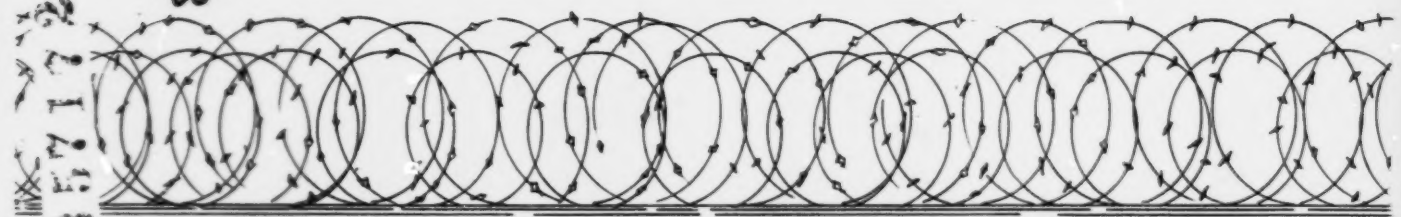

CORRECTIONAL EDUCATION
A WAY TO STAY OUT

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Education In Correctional Centers:
Findings and Recommendations - 1992
Illinois Council on Vocational Education

"When I first got incarcerated, I thought the world had ended. I knew my life had changed. . . . then I started school, and suddenly I had goals--goals to complete as many vocational programs as possible. . . . I could have something to show my family, perspective employers, and friends--that I served time constructively and could become someone once again. . . . But now, with the proposal of dropping vocational programs, my goals will be shattered. What am I to do now . . . try to find a job with no training whatsoever? Well, would you hire an ex-convict who served four years in prison and did nothing but clean toilets and watch soap operas?

Source: Inmate

FEDERAL FUNDING STATEMENT

Federal vocational education funds provided through P.L. 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, were used to publish this report by the State of Illinois Council on Vocational Education.

CORRECTIONAL EDUCATION: A WAY TO STAY OUT

- COMMENDATIONS
- RECOMMENDATIONS FOR ILLINOIS WITH SUPPORTING STATEMENTS
- PROJECTS
- SURVEY
- SUCCESS STORIES

CORRECTIONS COMMITTEE

Hartzel Black, Chair
Dr. Marie Malinauskas
Percy Murdock
Rep. Gordon Ropp
Valée Salone, Esq., ASCW

Compiled by:
Dr. Bessie Hackett
Professor Emerita
Illinois State University

for the

Illinois Council on Vocational Education
100 Alzina Bldg., 100 North First St.
Springfield, Illinois 62702
Phone (217) 782-2892
Fax (217) 785-1218

1992

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ACRONYMS AND ABBREVIATIONS

ABE = Adult Basic Education (skills development program)

Carl Perkins Act = Carl Perkins Vocational and Applied Technology Act of 1990

CEA = Correctional Education Association

DAVTE = Department of Adult, Vocational, and Technical Education

DOC = Department of Corrections

GED = General Education Development (alternative to high school graduation)

ICoVE = Illinois Council on Vocational Education

ICJ = Illinois Criminal Justice Information Authority

ISBE = Illinois State Board of Education

JTPA = Job Training Partnership Act

TIE = Training, Industry, and Education Program

FOREWORD

THE CORRECTIONS COMMITTEE of the Illinois Council on Vocational Education (ICoVE) has developed this publication as a result of:

- eight on-site visits to state correctional institutions;
- attendance at state and national meetings;
- interviews with wardens, directors of education, teachers, and inmates;
- serving on committees related to correctional education;
- meeting with representatives from the judicial system, job service, and Illinois State Board of Education; and
- public hearings on correctional education.

ICoVE IS MOST APPRECIATIVE of the cooperation it has had by the Department of Corrections (DOC), Illinois State Board of Education, and the many others who are involved with correctional education and the rehabilitation of the citizens who have been, or are presently, inmates at one of the state's 31 correctional facilities. They have been most helpful in providing information and making suggestions for the continued successes of the Department of Correction's educational program.

ICoVE HAS SERVED as the advisory council for vocational, technical, and adult education at the request of the Illinois Department of Corrections since 1980. As a result of this responsibility, the Corrections Committee has visited over 20 state correctional institutions and developed numerous reports with recommendations related to curriculum, service provided, teaching staff, laboratory safety, equipment, and other areas related to correctional education. These recommendations have been well received and acted upon by DOC.

DR. BESSIE HACKETT, Professor Emerita at Illinois State University has served as a consultant and writer for this publication in addition to the four previous ones.

THE STATE OF ILLINOIS continues to experience a significant growth in its prison population. In the past 24 months the number of inmates has increased by over 3300 in spite of new legislation which has allowed for early releases. Recidivism is one of the major reasons for this ever growing problem. Previous studies completed by ICoVE indicate that a releasee who attains a high school diploma and some vocational training is more likely to be successful in the real world than one who just does time and returns to society no better than he/she went to prison.

ICoVE CONTINUES TO SUPPORT an expanded educational system in the prison system. Education is an investment that will pay more dividends than building more prisons.

Peter Johnson
Executive Director

EXECUTIVE SUMMARY

THE 1992 EDITION OF **A WAY TO STAY OUT** provides a look at correctional education in the State of Illinois, with special emphasis on vocational offerings and their potential to impact on the reduction of crime and recidivism.

THE ILLINOIS COUNCIL ON VOCATIONAL EDUCATION, through its Corrections Committee, has conducted on-going studies of the state's vocational programs and services within correctional institutions and in the community. The 1991-92 Corrections Committee was chaired by Hartzel Black and included Dr. Marie Malinauskas, Percy Murdock, Rep. Gordon Ropp, and Valee Salone. These individuals have visited prisons, conferred with corrections personnel, talked with inmates, met with state staff, attended conferences, solicited testimony, held public hearings, reviewed reports, and shared their findings at Council meetings.

THE COMMENDATIONS AND RECOMMENDATIONS presented in this issue are a result of serious deliberation by the Council. They are directed to state staff who make decisions about vocational programming. The supporting documentation is arranged according to areas of concern: Facts and Forecasts, Costs and Cutbacks, Planning and Evaluation, Incentives, and Community Services and Networks.

NEW TRANSITIONAL SERVICES for offenders, including various mentoring programs, are explained in the section on Illinois Project Update. Inmates' feelings about their lives in prison are compiled in the Survey section. The Success Stories of former inmates reinforce the value of their educational experience while incarcerated.

THE PRISON POPULATION EXPLOSION is creating aftershocks of powerful proportions: stress in bulging institutions, strain on security, scramble for more dollars and space, pressure for early release, push for alternative sentencing, cuts in correctional programs, shut-down of vocational classes, and alarm among all concerned. Reactions to this threatening situation are reflected throughout this publication.

COMMENDATIONS

1. Illinois correctional educators showed foresight and commitment in arranging to host the 1993 National Corrections Education Association (NCEA) Conference in Chicago.

2. District 428 Board of Education is meeting regularly, functioning effectively, and making recommendations for needed program improvement.

3. The computerized offender tracking system (OTS), with its capability of retrieving valid statistics and records, has developed into a useful tool for corrections personnel.

4. The establishment of Pre-Start, a life skill training program, is an important curricular enhancement.

5. The School District 428 Institute, held in Decatur, provided a welcome pat-on-the-back for corrections educators by recognizing outstanding contributions and special achievements.

6. The State Board of Education and the Department of Corrections have continued to support correctional education through research and development projects and networking probation programs, which include placement, counseling, transition, family bonding, and mentoring services.

7. In cooperation with the Department of Corrections, the State Board of Education made a wise decision to use Carl Perkins 1 percent funds for innovative projects.

8. The publication of the Illinois Criminal Justice Information Authority, **TRENDS AND ISSUES 91** is significant in its content and deserves both state and national attention.

FY92 RECOMMENDATIONS

1. Follow through with the development of a comprehensive five-year plan for statewide correctional education, involving the State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education. Include methods and criteria for the addition and deletion of programs.

2. Conduct external team evaluations once every five years of each Correctional Center's education program, including services for job placement and follow-up. Include among team members secondary and postsecondary educators and private-sector employers.

3. Require each institution to develop and implement a TIE (Training-Industry-Education) plan that encompasses academic and vocational education programs, as well as, industry and job assignments.

4. Revise the present inmate pay structure for institutional jobs so as to provide realistic financial incentives, in addition to good-time incentives, for educational assignments.

5. Require each student to prepare an individualized career plan (ICP) for time of incarceration and after release. Give attention to special needs inmates. Follow the Carl D. Perkins' legislative mandates on services for special populations.

6. Review programs for females in terms of their unique needs, with special emphasis given to career planning and transitional services.

7. Integrate applied basic skills in all vocational and academic courses and mandate activities that require students to read, write, compute, apply scientific principles and reasoning concerning specific real world experiences.

8. Promote staff development activities which will assist teachers in:
   - the development of active, collaborative, learning environments;
   - the use of instructional technologies that support new ways of interacting with students; and
   - the understanding of the principles of high performance as they are applied in the modern workplace.
   -

9. Extend the school day to accommodate more students. Consider using adult education funds and making part-time contractual arrangements with outside educational delivery systems.

10. Give high priority to transferring inmates on the basis of their career plan and specific programmatic needs.

11. Consider requiring inmates due to be released within three years to enroll in a work-study program. Evaluate the inmates' performance in job assignments and use this information in the development of their transitional portfolios.

12. Continue to encourage and support the establishment of community networks of criminal, social service, and educational agencies to assist criminal offenders in becoming productive citizens.

13. Require local education agencies and education for employment systems to address the delivery of services to offenders in the community in their vocational plans. Include within plans procedures for networking with probation, parole, and agency personnel as well as administrative policies addressing the recruitment and retention of the offender in the educational setting.

14. Continue to pursue sources of federal funding for both academic and vocational programs.

15. Continue to support the utilization of the 1% Carl Perkins' allocation for projects which will reduce recidivism and enhance the inmates' opportunities to succeed in the real world.

SUPPORTING STATEMENTS

FACTS AND FORECASTS
(Recommendations #1, #2, and #15)

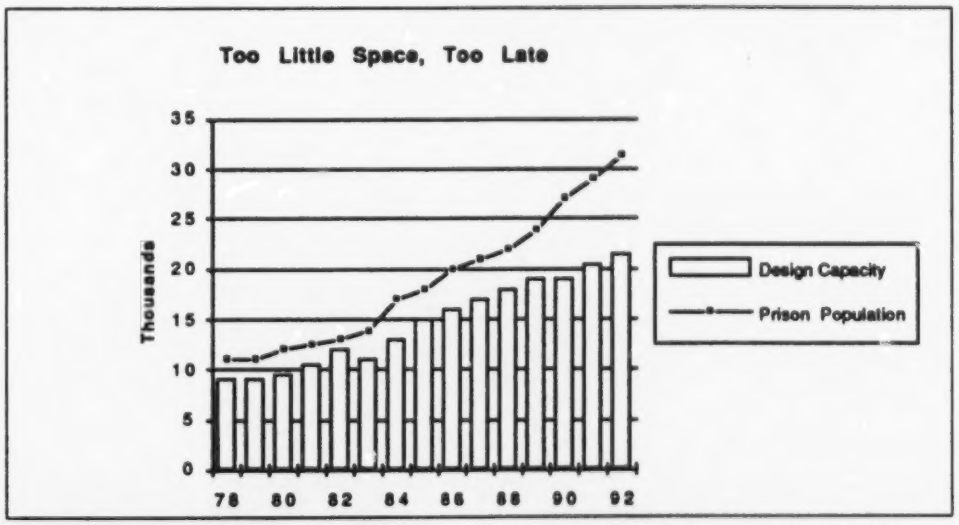
According to the Illinois Department of Corrections, there were over 30,500 inmates in Illinois prisons as of June 30, 1992. Prison capacity at this time was 20,433 beds. Of those incarcerated, 1,348 were women (4.41 percent).

CROWDING. *"Most criminal justice officials concede that building new prisons is not the only answer to prison crowding. According to conservative estimates by IDOC, the state would need 26 more prisons, at a cost of $1.4 billion, to keep pace with the rising inmate population during the next five years."* **(ICJ Information Authority)**

"Illinois has constructed 14 prisons in the last 14 years. It is clear we cannot build our way out of the prison overcrowding problem.

"Throughout the nation states are exploring new ways to protect society from dangerous offenders in an affordable manner that does not require a general tax increase."

"Those of us who are charged with protecting the public safety should not only be tougher but also be smarter. We need to assure that violent offenders remain locked up while others are better prepared to re-enter society. We need to make sure that prison employees, as well as



ON APPOINTMENT OF TASK FORCE ON PRISON OVERCROWDING. *"The safety of the public will be the foremost concern of this task force as it addresses the problem of prison overcrowding. We will continue to put dangerous criminals behind bars and keep them there. But we need to find innovative, cost-effective alternatives to building one prison after another.*

the general public, are protected to the greatest extent possible." **(Edgar)**

"Florida, the fourth ranking state in total population (1990), has the highest crime rate per 100,000 people of any state in the nation. There are presently about 46,000 inmates in the Florida Department of Corrections institutions, and this number is expected to grow substantially by the year 2000. Several new correctional institutions are being constructed and could

become operational over the next 18 months. In addition thousands of men and women are confined to county jails and federal prisons within the state.

"As individuals and as a society we cannot ignore this growing population. While attempts to bring these people into the mainstream of society have often failed, education can provide opportunities that will prepare them to lead lives that are productive and profitable--to be taxpayers instead of tax burdens.

"In Florida, every inmate who does not return to prison represents an annual cost avoidance of over $25,000 for housing and upkeep (Correctional Education School Authority, 1991). Evidence from various studies indicates that when inmates are released and are unable to obtain gainful employment right away, their chances of remaining at liberty without violating the law are very slim. For this reason, training in areas affecting employment is an essential part of the rehabilitative process." **(Florida Council)**

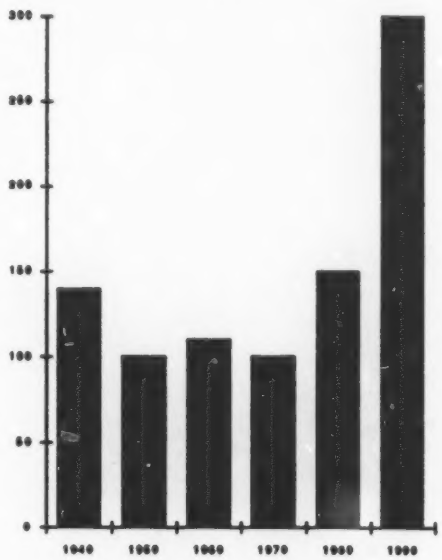
"In Illinois there were 73,576 adult offenders under the active supervision of probation officers on January 1, 1992. Of those over 40,000 were felons. We know from past surveys that over half of felony offenders have less than a high school education. We can assume a large proportion of other offenders also do not have a high school diploma. It is safe to assume that there are approximately 30,000 offenders currently under supervision in Illinois who do not have the prerequisite education to enter the workforce and provide for themselves and their families." **(Filson)**

AMERICANS IMPRISONED--Inmates per 100,000 people in state and federal prisons, 1991

State By State And Across The Country

Rank	State	Number
1	Nevada	481
2	South Carolina	474
3	Louisiana	434
4	Oklahoma	400
5	Arizona	389
6	Alabama	384
7	Michigan	378
8	Maryland	358
9	Alaska*	348
10	Florida	346
11	Georgia	336
12	Delaware*	325
13	Mississippi	324
14	California	322
15	New York	313
16	Ohio	306
17	Arkansas	300
18	Missouri	293
19	Texas	282
20	Virginia	291
21	New Jersey	287
22	North Carolina	268
23	Connecticut*	261
24	Kentucky	253
25	Illinois	248
26	Wyoming	239
27	Colorado	230
28	Oregon	228
29	Indiana	224
30	Tennessee	224
31	Kansas	220
32	Idaho	208
33	New Mexico	195
34	South Dakota	191
35	Pennsylvania	187
36	Montana	184
37	Washington	176
38	Rhode Island*	173
39	Wisconsin	158
40	Hawaii*	152
41	Massachusetts	146
42	Nebraska	144
43	Iowa	142
44	Utah	141
45	New Hampshire	130
46	Maine	126
47	Vermont*	121
48	West Virginia	87
49	Minnesota	70
50	North Dakota	69
	U.S. Total	368

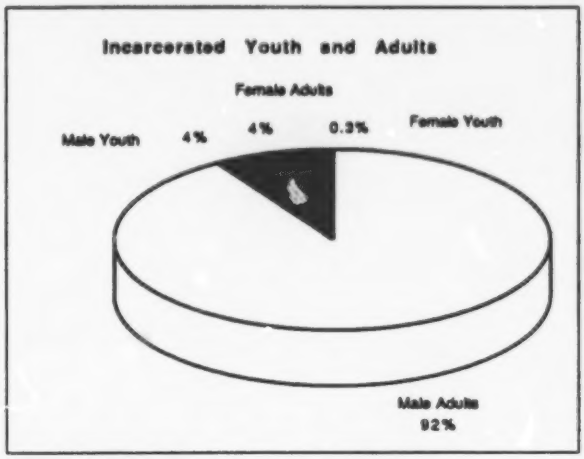
U.S. Totals



Source: **Governing**, December 1991

"If the convicted felon receives little or no education or training while incarcerated, he or she will likely return to criminal activities upon release. The odds will not have improved. This is where the insidious recidivism cycle begins: another botched crime, another arrest, another conviction, and another sentence -- at incalculable cost to the taxpayer." **(Ohio Council)**

"Recidivism statistics are incredibly beyond rationalization. It is the recidivist who serves as a role model for the first offender. It is the recidivist who is the prime crime perpetrator. It is the recidivist who is responsible for the overcrowding of correctional facilities. It is the recidivist who has grossly overloaded the judicial court system. It is the recidivist that has victimized society and has created an unsafe atmosphere throughout the country -- even in the sanctity of one's own home. It is the recidivist that causes incredible grief to surviving family members imposing incomprehensible humanistic costs. It is the recidivist that places an unbearable burden on the economy of this country . . . .

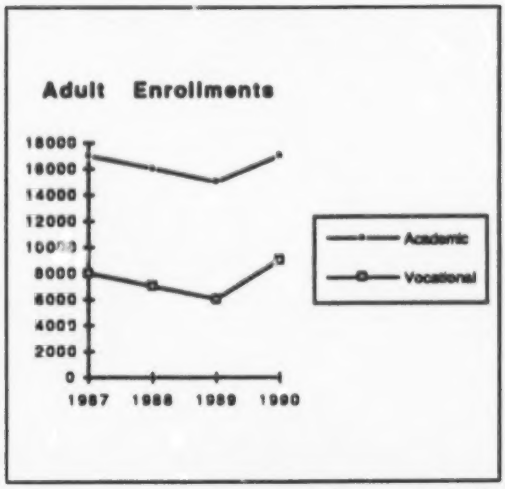


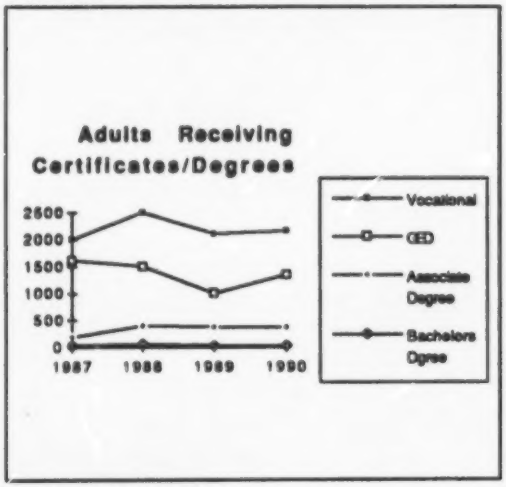
Source: Illinois Department of Corrections

". . . And the recidivist is the end product of the correctional process. That is where the recidivist comes from. The recidivist is a stark reality. The recidivist is proof positive that criminal behavior remediation is not occurring in any significant degree within the Criminal Justice System.

"The present priority of building of prisons throughout the country is caused by the recidivist and not, as some authorities would have society believe, the harsher sentencing imposed upon perpetrators by the courts. New prisons do not create a safer climate for the citizenry nor do they, by themselves, correct behavior. New prisons only add to the economic burden placed upon society by recidivists." **(Vital Issues)**

"The bottom line is this: We know inmates returning to the free world are less likely to return to the prison system when they have been involved in the correctional school program and leave with job skills and a better education. It is a true bargain as far as the expenditure of state funds is concerned. Edu-





Source: ICJ Information Authority, "Trends and Issues 91."

cation programs pay for themselves in reduced recidivism and by limiting the crimes committed by parolees and others." **(Ray Quick, as quoted in Trends and Issues 91)**

"... Programs serving ex-offenders may reduce recidivism by helping releasees continue educational training begun in prison and by providing job placement and job retention services." **(ICJ Information Authority)**

"Approximately 72 percent of adult inmates in Illinois correctional institutions in 1990 were high school dropouts, and the average inmate's reading and math scores are two or more years behind the latest grade level attained in school before entering prison." **(ICJ Information Authority)**

"As of April 1991, 3,958 of the 28,000 inmates in Illinois were waiting to be placed in some type of educational program--1,249 were waiting for openings in ABE programs, 783 for GED programs, 183 for college academic and 1,294 for college vocational courses, and 449 for non-college vocational courses." **(ICJ Information Authority).**

"School District 428 offered from one to 28 vocational courses at each adult institution during the academic quarter ending February 28, 1992--a total of 88 programs. Space for vocational programs is severely limited in the very old maximum-security facilities, reducing the availability of vocational programs there." **(ICJ Information Authority).**

"Studies of the effects of inmate completion of vocational-technical training in other states suggest that there are valuable positive outcomes. For example, in a University of Oklahoma study of vocational education and rehabilitation in Oklahoma correctional facilities, Dr. D.S. Udell and Dr. F.P. Morton (1986) reported reduced recidivism among vocational program completers.

"The recidivism rate for the general population falls between 45 percent and 77 percent. When compared to 23.87 percent for those completing vo-tech training programs, it appears that vocational training may have some positive effect on the recidivism rate.

"While a variety of factors affect rates of recidivism, vocational education is surely among them. By enhancing the employability, self-esteem, and opportunities for further education of former offenders, vocational education provides both means and motives for their reintegration into society." **(Florida Council)**

"Without adequate job skills, there is little hope that the cycles of poverty, dependency, and crime can be broken." **(ICJ Information Authority)**

EFFECTS ON EMPLOYABILITY. *"One 1983 study showed that Ohio's adult inmates who completed vocational programs while incarcerated tend to get jobs faster and remain on the initial job longer than non-vocational graduates. The study also showed that unemployment among released offenders who completed vocational programs was not a great deal higher than the statewide unemployment rate. (Other studies have shown that vocational graduates tend to have higher earnings and lower unemployment rates than do those in a group comparable by age and educational achievement.)"* **(Ohio Council)**

COSTS AND CUTBACKS
(Recommendations #1, #9, #14, and #15)

The average annual cost of keeping one inmate in an Illinois prison was $16,000 in 1992. This represents $246 per 100,000 people in the state's total population. Given the current prison population of 30,500 (June, 1992), the total annual expenditure for incarceration would be $488,000,000. **(Howell)**

"We in the field of corrections are making sincere efforts to make a difference but reactionary programs are much more costly and less successful than proactive measures. The message must be sent to those who can make the greatest difference." **(Van Landegen)**

"Most people like the idea of putting criminals behind bars, but less money could be spent on alternative forms of incarceration.

"Howard Peters, appointed a year ago, [said] that society's ability to deal with criminals is hampered by the popular notion that all offenders should serve time in jail. That attitude, he said, has resulted in ever-increasing prison populations that cost millions of dollars.

"'We have a bad notion that we should lock up everyone who offends -- if not forever, then for an extended period,' he said. 'But it isn't free. So when you think, 'Lock 'em up,' think of how much it costs.'

"He noted the cost of the Illinois prison system ballooned from $116 million in 1978 to about $663 million for the coming fiscal year.

"Part of the burgeoning prison population can be attributed to gang activity in Chicago and other parts of the state, he said. But as the state spends more on prisons, there's less money for other much-needed programs.

"'As a result, we are reducing programs that add to the quality of life, such as child welfare, care for the elderly, education and drug abuse programs. The more money you spend on incarceration, the less you spend on anything that adds to the quality of life.'

"Peters said there's no question that 'serious, dangerous, violent offenders' should be incarcerated and remain in prison for a long time. But he stressed that almost two-thirds of those in prison committed their crimes against property, not people, and they could be better served by less expensive forms of punishment.

"One alternative is electronic detention, which requires the prisoner to wear a device that ensures they remain at home or some other area of confinement. Such a method is less than half as costly as keeping a prisoner behind bars for a year, Peters said.

"Other less-expensive programs that also offer better hope for rehabilitation include boot camps and work camps, he maintained.

"But the best way to address the increasing wave of crime and offenders, he said, is to conduct education programs that build self-esteem in young children and encourage them to be productive, law-abiding members of society. Many of the crimes offenders commit while adults can be traced to the abuse they received as children, he said." **(Gleason)**

INCREASED SECURITY COSTS. *"Whatever approaches the states adopt to meet the prison crunch, they will undoubtedly have to deal with one of the fastest-growing interest groups on the state legislative scene: prison guards.*

"That shouldn't come as much of a surprise, given the massive prison-building programs of the last decade and the climb in inmate populations due to stiffer sentencing provisions and tighter attitudes toward parole and probation.

"Overall, according to the American Correctional Association, the number of state-level corrections officers around the country, including supervisors, grew some 62 percent between the end of June 1985 and the same date in 1990, leaping from 99,233 to 159,247. Michigan tripled its number of prison guards between 1984 and 1990. The number of state corrections officers in several other states, including Connecticut, Illinois, New Hampshire, and Pennsylvania, more than doubled during the last half of the decade." **(Governing)**

"I think it's obvious where the priorities lie. You know, we have these programs being cut statewide. At the current time I think security, confinement, is number one and education's taking a back seat; and anytime the Department of Corrections has something to cut, they come to the education department statewide to do so." **(Hearing Participant)**

"The use of public funds to educate criminals has been brought into question several times in recent years. Revenue shortfalls and the need to reduce the state's budget, along with incidents of prisoners or former prisoners committing heinous crimes, have made rehabilitative treatment programs such as correctional education and CESA easy targets for budget cutting." **(Florida Council)**

"I think we're all in the same boat, and I think we're all thinking along the same lines, but we know, technically, there's only one thing that'll make this thing work and that's funding. If you intermingle the funding in the communities with the DOC monies, everything'll work. Without a monitoring system in the communities and that

incentive coming from the legislature, it's not going to work." **(Hearing Participant)**

"We have made progress in the last few years in that we know numbers of offenders can be affected positively by job enhancement training. Unfortunately, we have not been able to capitalize on this knowledge because of funding lapses. A recession hits our clients especially hard because they require so much time of each service provider. Staff cuts mean even less service is available. Therefore, it is up to all of us to make known resource needs of our clients at this time of stiff competition for scarce dollars. And we must make known the creative ways services have been provided with minimal funding." (Filson)

VALUE IN VOCATIONAL PROGRAM. *"We, the inmates of Illinois Department of Corrections cannot take a back step on our education. These vocational programs are very important to us. A lot of convicts actually went home and obtained good jobs and excellent careers through these vocational programs . . . Me, personally, I don't like to read, but the voc program I'm in requires that I read in order to understand what my teacher is training me and also pass the tests. I have a GED and I'm also locked up for violent crime, and I know for a fact that a GED is not going to get me a good paying job in the world."* **(Inmate)**

SHATTERED EXPECTATIONS. *"When I first got incarcerated, I thought the world had ended. I knew my life had changed. I lost everything I had. I was more worried about getting out and not fitting in with the real world than being locked up with hardened criminals. But then I started school, and suddenly I had goals--goals to complete as many vocational programs as possible. No matter what, I could have something to show my family, perspective employers, and friends--that I served time constructively and could become someone once again instead of a number. But now, with the proposal of dropping vocational programs, my goals will be shattered. What am I to do now . . . try to find a job with no training whatsoever? Well, would you hire an ex-convict who served four years in prison and did nothing but clean toilets and watch soap operas?"* **(Inmate)**

PLEA FOR PROGRAMS. *"No one is better qualified to judge success rates of educational programs than one who is in them and is seeing firsthand the effects produced on a day-to-day basis. For the past five years I have observed other inmates and their behavior in several environments. Much of the disobedient behavior that I have observed stems from a lack of self-worth and self-confidence. Once given specific goals and responsibilities, the majority will and do achieve accomplishments that enable them to conform to society's standards. The resentment and attitude of rebellion fades with continued accomplishment.*

"Continued vocational programs would be in the best interest of all concerned. Increased use of inmate work crews to renovate housing in the Peoria, Rockford, and Chicago areas would not only benefit those living within those areas but also the inmates who acquire these hands-on skills. Also, if minimum wage is paid to these crews, a percentage can be taken out by the IDOC to fund the program and to pay restitution to the victims of the crimes of the inmates involved. By having to pay restitution to their victims, they are one step closer to reconciliation with society as a whole." **(R.B., Inmate)**

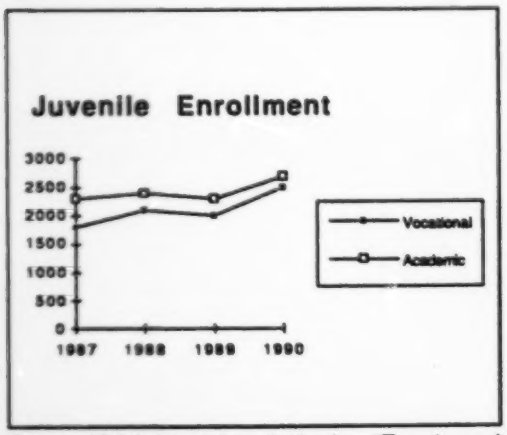
LEARNING A TRADE. *"I am a 26 year old man and have been incarcerated for three years now in Illinois D.O.C. I'm in for a drug charge because that was all I ever knew to make money to support my young family. . . . The vocational school has given us the chance to learn a trade and to make something out of our lives and support our families. On the streets we can't get teachers or the money to attend these classes--not that we want to come to jail to learn. But since we're here, why not make the best of it?*

"I speak for a lot of us inmates. We would like you to consider not closing our classes down. If you did, all you'd be doing is making sure that a lot of us do come back to the D.O.C. system." **(Inmate)**

A FIGHTING CHANCE. *"Taking away my chance to complete my education . . . would be one of the worst things possible, not only for me, but for a lot of other men who are in the same situation that I am in, that of having to support families when we get out. Therefore, I implore you to give us inmates a fighting chance to make it in the job market upon our release so*

that we can provide for our families." **(W.A., Inmate)**

ALTERNATIVE TO CRIME. *"My concern as an inmate is due to the statistic that over 40 percent of the inmates released will come back, which is my main reason for going to school. I would like not to become one of the statistics. . . . Without the type of education and training vocational schools offer, what does an ex-convict have to look forward to when he's released? Nothing but damaging criticism and denial. So he has no alternative but to turn to crime."* **(Inmate)**



Source:ICJ Information Authority, "Trends and Issues 91Issues 91."

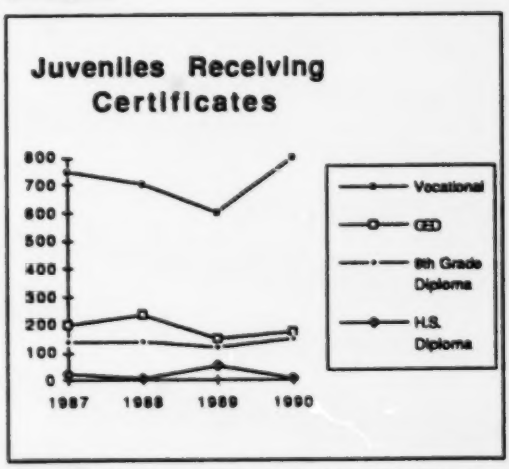
SURVIVAL THROUGH JOB SKILLS. *"School is a very important asset to me today. I have brought three beautiful children into this world and do not want to have to leave here . . . and find that the only way that I can support them is through the use of and selling drugs. Therefore, I am trying to better my life by obtaining . . . education that I will need in order to compete in today's job market when I am released so that I can provide for my family. As it stands now, even with a good education, it is hard enough to get just 'a job' in order to survive. Without any job skills, it is totally impossible."* **(Inmate)**

JOURNALISM. *"I am a student of the Journalism program and an inmate at the Correctional Center. . . . In my opinion the cancellation of the Journalism program would be a tremendous error on the part of the 428 school district and the Department of Corrections. This program provides, to individuals that are interested, the opportunity not only to exercise their literacy skills but to enhance and refine them."* **(Robert, Inmate)**

"For the past 13 years I have had the privilege of working with the Journalism/Graphics program. . . .

"The program itself is a combination of both academic and vocational courses. In the two academic courses of Journalism, students learn to evaluate the news and to write it in a clear, concise and coherent manner. In the vocational courses of graphics and layout and design, students learn to layout, dummy, copy fit and paste-up the camera-ready copy of the newspaper for the printer. From getting the story from the reluctant source to fitting in the last line of extra type, inmates from diverse backgrounds work together to apply knowledge acquired from their textbooks to job specific skills to produce the newspaper." **(Douglas, Inmate)**

AUTO MECHANICS. *"I teach vocational automechanics. . . . A majority of my students are under thirty and will be back on the street in less than three years. They desperately need preparation for a career which will last thirty or forty years . . . Eight or ten programs which were also identical to mine [were terminated] . . . Why can't the remaining vocational or educational dollars be spent on students who will have enough time on the street to use their career skills for more than just five or ten years?"* **(Modglin)**



Source:ICJ Information Authority, "Trends and Issues 91."

WELDING. *"I have enrolled in the vocational school welding program which means a whole lot to me. I'm learning a trade that I can put to use once I'm released from prison. A very good skill which will get me a job working with my brother-in-law. He told me that if I completed welding here . . ., he would give me a job working with him doing fabrication work. I have a wife and five wonderful children out there and I don't believe in welfare, so I have to work to support them. I don't want to get out of prison with no trade, no money, nothing. I would have to go back to my old ways of doing burglaries and robbing people. Then I would just end up back in prison, in an already overcrowded system.*

"I want to be a productive part of society and a taxpayer, not a debt. So please consider the people taking the vocational programs. Don't close us down with the budget cuts." **(R.P., Inmate)**

"I am a student in the welding vocational class. . . . I have earned my first certificate in welding, Oxy-Acetylene I. Every task that we finish, we are awarded a certificate. To earn a certificate in a job makes me feel proud of myself--something that I have earned.

"I am from Alton, Illinois where there are a lot of factories. All of these factories use welders.

"I have learned a great deal in math. I will use it along with blue printing. I study my Welding Metalurgy and Heat Treatment book. That has every step of welding, a very good and useful book. All of this I will use when I get out. A lot of people say, 'You are a convict, you have nothing coming.' Is that what I have to look forward to when I get out?

"We have two instructors that answer any questions asked. They are always on the floor helping a student. If I run my bead too hot, too slow, too fast, our instructors always let me know.

"I have a question. Why doesn't the administration come to the welding class and ask the students how it will help them now and when they are released?" **(C. B., Inmate)**

COSMETOLOGY. *"The removal of the cosmetology class, as well as other vocational and academic classes is an injustice that exemplified the hypocrisy of the penal system of this state and throughout the country. These cuts are due to budgetary problems of the IDOC when, in fact, they are being made without any consideration of their long term effects. It would be more cost effective to give residents vocational training in fields, such as cosmetology, that are viable in the free world. . . . In my particular case, I have found in cosmetology my niche."* **(W. C., Inmate)**

GAME MANAGEMENT. *"I am writing you concerning the recent discussion about the possible discontinuance of the Game Management program, here at the Correctional Center. I find it surprising that an action such as this would even be considered. I believe the program is unique, and no less than a great asset to the entire vocational education program at this institution.*

"I personally have gained extensive knowledge about game animals and their habitats, as well as hands-on experience, neither of which could be equalled anywhere. I seriously doubt that training of this exact nature is even offered anywhere else. Furthermore, upon completing the program, I am confident I will be able to find employment within this field and conduct myself in a highly professional manner. I also believe the Game Management program, for many inmates such as myself, could greatly reduce the chance of recidivism. Inmates who complete the class, and are truly interested, will no doubt be able to turn their lives in a positive direction." **(Brad, Inmate)**

PLANNING AND EVALUATION
(Recommendations #1, #2, #3, #5, #6, #7, #8, #9, #10, and #11)

"Vocational and academic education should be given more importance within the rehabilitation process. Persons who are able to find and keep a good job when they are released will feel good about themselves. They will be able to take care of themselves and support a family. They

will not need to turn to crime. Critics may say this is an over simplification, that education is not the total answer. But it is a start." **(Florida Council)**

SELECTION OF PROGRAM TO OFFER. *"In determining which vocational programs are to be offered inmates, priority should be given to entry-level skilled occupations having the greatest numbers of projected openings by the Ohio Bureau of Employment Services. All current and future vocational programs should be assessed by this standard."* **(Ohio Council)**

ENTREPRENEURSHIP. *"We talk about entrepreneurship being taught. I think we need to get into some entrepreneurship. All we need to look for is markets that no one is touching and grab onto these chances as the entrepreneurs do. They look for 10-20 percent of the business that isn't being touched, and we can pick up on that, not keep to just one type of industry."* **(Hearing Participant)**

COUNSELING. *"There is a need for realistic vocational counseling in the correctional setting. Inmates need to know what training is involved and what their chances are of finding employment in specific fields. There should be testing and evaluation in aptitudes, motor skills, and interests. Inmates should have opportunities to prepare an individualized career plan (ICP) for the time of incarceration and after release."* **(Florida Council)**

"Specific skill profiles should be given to all inmates upon exiting a vocational program regardless of whether or not they are completers. Skill profiles may be even more beneficial to non-completers than completers inasmuch as at least some training and skills acquisition will be documented." **(Ohio Council)**

"I think something important to stress is whenever a guy gets out and gets a job, you not only affect him, but you affect his family, you affect the people around him." **(Hearing Participant)**

GEDS. *"People are getting jobs out of prison. I got a call at ten to eleven before we left to come here. A person had left our institution two weeks ago from a program that has been discontinued, got a job as a computer aided design draftsman for a Chicago firm making $18.45 an hour. I asked him if he needed an assistant. So I know that people leave prison and get jobs. I know that people leave GED programs and get jobs."* **(Hearing Participant)**

"I think we're cutting GED against vocational education. It all has to work together. There's programs at the local high schools where they're training people in measurements by hands-on training. They're learning ratios in auto mechanic programs, you know, things that are going to help them pass the GED test. I think everybody has to work together. . . . applying the technology that's out there with the basic. There's no reason why we can't do that in prison." **(Hearing Participant)**

"I ran into a man who represented a large company out of Chicago. What he told me was, companies, industry were basically looking far more favorably on GED graduates, because they've at least tested and had minimal competencies. Now to say that our students are any less prepared than the high school student from the streets, I think is a bit misleading. I think you do remedial work. I think colleges -- University of Illinois, Southern Illinois University -- do remedial work on their high school graduates who go to college, so I think you're looking at a much wider problem in this idea of preparedness for college than just what would be limited to corrections." **(Hearing Participant)**

"Talking about bridging the gap between GED and the college placement exam, I guess the one thing that always bothered me was that somewhere in the law it says that we should offer the same types of education in prison as we do in the public school. Well, you know, this guy gets out of the GED class and he goes to a college class, he knows nothing about microscopes and all the other kinds of things that they do in college classes, lab, writing impromptu themes and so on. I think we're in trouble. And I don't know what to suggest except that there should be some kind of standards." (Hearing Participant)

"I've been in correctional education for 19 years and for the last six years I've worked in alternative sentencing programs through the probation departments in Southern Illinois Counties, and there is a definite need. If people cannot survive when they leave the Department of Corrections, if they can't make it on their own to be self-sufficient, employers will train them on the job, but

they need to know how to get there, they have to be able to stay on the job, and they must get along with others." **(Hearing Participant)**

APPLIED TECHNOLOGY. *"Tech prep starts at the high school level. And it doesn't start with the vocational teacher by himself, or herself. It starts with an academic teacher and vocational teacher. You put the two together and you call them 'applied technology teachers.' That takes away the 'I'm an academic' and 'I'm a vocational.' We're applied technology.* **(Hearing Participant)**

INSTITUTIONAL TRANSFER. *"I think one thing that would probably be beneficial was if there was a student who was enrolled in a program and he had not requested a transfer, that he not be transferred until he completes the program. And I've had this happen with students. I've put in written requests that he not be transferred until he completes the certificate, or the degree. And it doesn't always fly. This is where we get some of this turnover and, although I've been teaching in corrections for a little over two years, I must say that I've been very satisfied with the amount of completers that I've had. I heard somebody mention completers, and this current graduation that our program is holding the end of May will have 38 graduates. So we feel that in the time we've been there we've done real well. This is our fourth graduation. I'm at Illinois River Correctional Center in Canton."* **(Hearing Participant)**

"Not all institutions offer a complete range of programs. Inmates are sometimes transferred into an institution where they cannot complete training begun in another setting, or they may be assigned to a facility that does not offer the course that interests them." **(ICJ Information Authority)**

FEEDBACK. *"In the five years that I have worked in correctional education, this is the first time that anyone outside of my workplace has asked me what I think about issues affecting my job."* **(Hearing Participant, Lytle)**

GOALS. *"I was enlightened because our director told us about some projections about the possibility of our population maybe growing to 50,000. I guess I'd like to see some projections of where the Department of Corrections will be going with education and not just the mad scramble from year to year, from budget to budget, and for us to be able to have goals and try to reach those goals and be evaluated on those goals. . . . So I guess I'd like to see an evaluation system, projected goals."* **(Hearing Participant)**

QUANTITY VS. QUALITY. *"Why is it that it seems they're more interested in numbers in your programs than in the quality of learning? It seems to be a little off center. You've got maybe four guys who might graduate out of a program and really become an asset to society; whereas, you could have a hundred people go to these programs, and they're the same way they were when they came in and no asset to society. There should be some kind of a way of check and balances."* **(Hearing Participant)**

PAPERWORK. *"One of the things that sticks in my mind about working with corrections is the proliferation of paperwork. From the time that I started in the Department of Corrections until I quit nine years later, there's absolutely no telling how much--I'd say triple, quadruple--what we started out being responsible for. And the amount of time that we spent with students was proportionately reduced. Perhaps they ought to look and see how many times a single piece of information is duplicated on umpteen thousand forms. Everybody wants accountability. What is the problem with taking all the pieces of information, putting them on a single form and making them available to God and everybody? It's there. It's not that the teacher didn't report it. You have to go to one form to find out how you reported it there, so you can put it on the next form, sometimes three and four times."* **(Hearing Participant)**

"There's a lot of education programs that are working. There's no question in my mind that we can prove that they're worth the money, but we don't have a concerted effort. We have people going in different directions, doing piecemeal follow-ups. There's never been a concerted effort to get this information together and provide statistics that represent the Department statewide. In fact, instead we have little pieces here and there. Educational programs do work. There's no question about it. If we could just get together, we could prove it." **(Hearing Participant)**

OHIO RECOMMENDATION. *"A follow-up system that would track the employment of released juvenile and adult offenders should be designed and implemented as soon as possible. Follow-up data on employment can provide much-needed information for administrators and teachers involved in planning programs and updating implementation guidelines."* **(Ohio Council)**

DISCUSSION ON FOLLOWING UP. *"We're in it together and we understand what the dues are, but unless you can prove that you have marketed a product that is saleable to the community, and it'll stay out there, we haven't done too effective of a job. And people don't like this statement, but I think we ought to be evaluated on recidivism. The problem with that is, we're not allowed to communicate with these people."*

"We don't know what's happened after they left, unless we hear from them."

"You can't talk to an inmate when he leaves prison?"

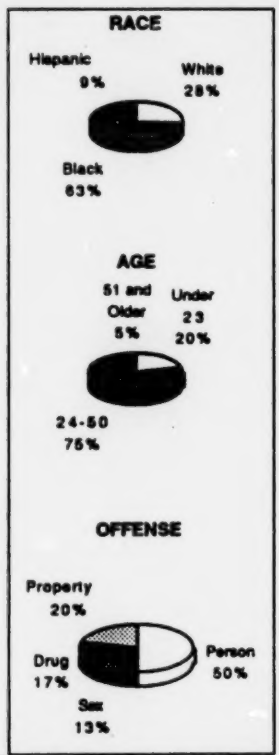
"Not supposed to. No."

"The only way I know that I have a student who has gone on to four-year colleges is because that person at the school asks for a request, or that I've gotten a letter from him. In the last year I had six people who've continued their education." **(Hearing Participants)**

"I'm the administrator of Graham Correctional Center. . . . At the Graham Correctional Center, I've obtained permission from the Central Office to do follow-ups. We have conducted follow-ups. We have gathered very interesting information from people in all different types of programs.

"We used to do a GED follow-up on a semi-annual basis. The information that we got back was not always as good as we'd like. Our response rate was usually about 17%. But of the 17% we got back, 100% was positive response. These were people that came back and they told us that they were finding jobs, or that they were in school. I suppose the ones that were not successful may have been a high proportion of those that did not respond. But we sent out over 200 questionnaires each two years, and if we got back 17%, right away you can see that's about 34 people. So we know that 34 people were successful for each of those two years.

"Well, that's going to pay a lot of educator's salaries. So we can do follow-ups. We can find out what's going on. We have an initiative at Graham Correctional Center through the JTPA that we just started this fiscal year. And there's an initiative that we used in cooperation with the State Board of Education and the Illinois Community College Board. It's one-year funding, and right now we are living with a very strong threat that the program will be discontinued because money is not available to fund the program.



Taken From: The State Journal-Register/Springfield, IL. June 28, 1992. Source: IL Dept. of Corrections

"The reason we started this program was in relationship to something that was called TIE, Training, Industry, and Education. . . . Well, in order to do TIE properly, we needed an employee to make sure that the placement was happening and the follow-up was being conducted. So finally, after several years of work, we got the position into place and we're doing exactly what everybody's talking about in following up. But now we're threatened with losing the position because of the cutback in funds." **(Hearing Participant)**

CLASSROOM VISITS. *"I suggest to the state correctional education leaders that they become more visible to the professional educators who are in the classrooms. Come visit our vocational classrooms and advising office. Attend our staff meetings. Experience first-hand the current stresses and strains of the correctional classroom. Include site visits with teachers. . . . We need more personal contact and encouragement to hang in there. We need*

assurance that they know what the local issues are and that they are working on our behalf." **(Lytle)**

CORRECTIONAL RETORT. *"The general public said, 'Get that person out of my community and lock him up.' They didn't say go give him a bachelor's degree and give him the Pell Grant, and give him fine equipment to work on and all that, did they?"* **(Hearing Participant)**

"They don't have to worry. We haven't had any new equipment in years." (Hearing Participant)

MULTICULTURAL ISSUES. *"Our staff members need to better understand the issues surrounding teaching in a multicultural environment. At Hill Correctional Center, on the Carl Sandburg College staff, we have <u>one</u> full-time and <u>one</u> part-time instructor who are of African-American descent. We have <u>no</u> Hispanic instructors. What we do have are approximately 90% European-American instructors teaching 90% African-American and Hispanic student population. To the extent that our teaching methods are predicated solely on European-American cultural values, we will continue to fail our African-American and Hispanic students. We need to understand more about each other's cultural differences . . . and figure out how they impact the learning process."* **(Lytle)**

"I work at Pontiac Correctional Center and I've been there since '82. I can recall perhaps three black instructors that I've been able to find in that area to come to Pontiac to teach college classes. We've advertised in papers and I've been to high schools. I've been on college campuses and the ground within a 15 mile radius of the Pontiac Correctional Center and I get the same results." **(Hearing Participant)**

MULTICULTURAL INSERVICE. *"As part of every correctional educator's inservice training, arrange a visit to the Chicago projects and a south side Chicago high school. We need to increase awareness of who we are trying to help. We have to be more tuned in to the handicapping conditions under which our students were raised, or in some cases, raised themselves."* **(Lytle)**

INCENTIVES
(Recommendations #4 and #11)

GOOD-TIME CREDITS. *"Under an Illinois state law that took effect in September 1990, inmates who enroll in academic or vocational programs and meet specific educational goals are eligible to receive time off their sentences. Inmates who committed first- or second-degree murder or a Class X felony are not eligible for the program, nor are those who were readmitted to prison after having previously received educational good-time credits.*

"Educational goals are established in writing after the inmate's initial achievement test, including the amount of time the inmate is allowed to attain the goal, attendance requirements, and the specific educational goals expected of the inmate. Thereafter, for every day of attendance in the program, the inmate receives one-quarter of a day off his or her incarceration time (the portion of the sentence that is actually served in the institution). No time is awarded if the goals are not met.

"Educational goals can include the following:

- *Achievement of a specified grade level*
- *Attainment of a GED certificate*
- *Attainment of a specific number of high school or college credits*
- *Achievement of specific skills*
- *Maintaining a grade of 'C' or better in each class or maintaining a passing grade where a pass/fail grading system is used.*

"The educational good-time credits, along with mandatory attendance requirements for those testing below the sixth-grade level, have helped create long waiting lists of inmates wishing to enroll in education programs. Large increases in the prison population in recent years have also contributed. . . . Ray Quick, superintendent of School District 428, has expressed concern that waiting lists will grow even longer should inmates' achievement requirements be raised from the sixth- to the 12th-grade level (as in federal prisons)." **(ICJ Information Authority)**

"Inmates may change their minds about enrolling, once they understand the economics of prison life. Inmates can earn varying amounts of money, depending on their job assignments in the institution. Inmates working in certain skilled jobs in prison industries, such as asbestos abatement . . . or optics . . . can earn as much as $1,000 a month if a project goes into overtime. Piecework, such as sewing uniform shirts, generally averages out to about $3.25 an hour. Based on an average work week of approximately 22 hours, pieceworkers can earn about $300 a month. Inmates enrolled in educational programs, on the other hand, are paid only $15 per month, considerably less than they can earn in job assignments . . ." **(ICJ Information Authority)**

DISSENTING OPINION. *"These guys have committed a crime and are rewarded with a chance for an education. A guy on the street can bust his butt and still not get the same opportunity these guys get for free."* **(Joliet Reception Center officer, as quoted in** Trends and Issues 91**)**

"The suggested increase in good time (2 for 1) would not be advisable because it would indiscriminately release inmates early whether they deserved it or not. To utilize taxpayer dollars to the greatest efficiency and protect the public from repeat offenders the best way possible, while also maintaining a manageable inmate population, a merit system is advisable." **(R. B., Inmate)**

EDUCATIONAL GOOD CONDUCT CREDIT. *"We should work to simplify the Educational Good Conduct Credit rules and regulations. We currently have so many conditions and variables attached to the implementation of this law, that it has become its own nightmare at a time when we don't need more frustration and time-consuming paperwork. I would be happy to serve on a committee to identify the inconsistencies and to try to streamline the process. We can do this without sacrificing the integrity and intent of this law."* **(Lytle)**

COMMUNITY SERVICES AND NETWORKS
(Recommendations #6, #12, #13, and #15)

EARLY INTERVENTION. *". . . I have been employed in the field of community corrections for fourteen years and am presently the Director of Court Services for Rock Island County. During these years, I have been afforded the opportunity to have contact with many adult and juvenile offenders. Of these offenders, I have found the majority of them to be bright, skilled, and enterprising individuals. The problem is that they are bright, skilled, and enterprising in their world, not ours. As such, we call them criminal offenders rather than successful entrepreneurs.*

"If we had reached these individuals at an earlier age (k-6) and focused their direction down a positive path, I doubt if our prisons and community corrections programs today would have the numbers that they do. So much of our time and money is spent on after the fact avenues of change rather than addressing the problem prior to entrenchment.

"I believe the Illinois Council on Vocational Education should send a strong message to the State Board of Education concerning putting far greater efforts and financial resources towards early intervention programs. These efforts should be non-traditional in nature and include emphasis on improving social skills, stress management, and self-esteem building.

". . . Stronger encouragement should be given to our public schools via the State Board concerning the strengthening of collaboration with social and mental health services within their respective communities." **(Van Landegen)**

COMMUNICATING WITH THE COMMUNITY. *"There are a number of people who are experts in this field; and if you want to know what's happening in corrections, allow them to speak to Chambers of Commerce, to other civic organizations. Don't make them go through Springfield and more paperwork and wait six months for permission to speak."* **(Hearing Participant)**

RELEASE PREPARATION. *"PRESTART is a program designed to assist prison releasees make a successful return to their home commu-*

nities. This approach has been designed to make the best use of resources to meet the needs of releasees during the most critical period of their adjustment. Potential for expansion and development is unlimited.

"The primary impetus for the PRESTART program philosophy was generated by the findings and recommendations of the Task Force on Released Inmates issued in January, 1990. This task force was established by Senate Joint Resolution 83. Among the recommendations of the task force were to develop a standard, comprehensive release school program and to coordinate community-based services, such as employment, mental health, substance abuse, and sex offender treatment programs.

"PRESTART is a two-phase program designed to provide inmates with fundamental skills, information and resources prior to release. Community services staff will provide support, monitor and assist releasees in accessing community resources.

"Phase I consists of a 30-hour curriculum presented within the correctional facility prior to the inmate's release. The delivery of this component will be a collaborative effort involving the Community Services Division, educators from School District 428, and staff from adult correctional centers. The curriculum is designed to educate inmates in independent living skills, provide job skills, improve self-esteem, and enhance family/community reintegration. Inmates prepare personalized Individualized Development Plans to help direct them after release toward the achievement of their personal goals.

"Phase II utilizes Community Service Center offices to assist releasees in achieving personal goals and plans developed prior to release. Offices at 19 locations will facilitate referral by Community Services staff to other local social serviceagencies. The Department's volunteer program will be expanded to supplement Community Services staff for the delivery of services.

"The PRESTART Program represents a meaningful and viable alternative to the cycle of incarceration. This comprehensive, standard program of instruction interfaced with a network of community services will provide opportunities for each releasee to make a positive difference in his or her future." **(IDOC)**

FINDING MENTORS. *"It's funny how you find mentors. I found one at the airport the other day in Georgia for the Department of Corrections in Georgia. I said, 'You want to help Georgia? My buddy's a deputy director there.' And he said, 'I'd love to help.' He said, 'I do this Sunday school class, and I do that,' and he said, 'Give this guy my name. Have him call me. I'll work with a guy who came out of prison industry.' We're trying to set up a TIES program--Training, Industry, Education and Services--and go to the community to network them and put mentors with them."* **(Hearing Participant)**

"Mentoring is very important, you know. And that can be done by our civic clubs, our churches, and our people out in the communities that we all work with. So set up a speaker's bureau, ex-offenders speaker's bureau. Take them into the churches. Let them talk to the people of the church, to the civic clubs. We're doing a probation project where the schools now say they'll open the gymnasium for these juveniles, at-risk juveniles. We'll bring mentors in with these juveniles, men and women. There are a lot of single parents. They don't have a male role model, and they're going to play ball together. The school's now opening up to help us, because they kicked them out of school. But these people now are mentors." **(Hearing Participant)**

"Those who have gotten out and are doing well make some of the best mentors that we have. And there again you're probably violating, unless you get it approved to work with an ex-offender, but they are concerned to help the other fellow, brother or sister, keep them out of prison." **(Hearing Participant)**

"The mentoring program, I think, is a very key component. We could really set up a mentoring with the juveniles in their communities where they would have contact, especially the young men that we work with, because they need an adult role model out there on the street. And it's something I think we really should be pushing as hard as we can with the juveniles, especially." **(Hearing Participant)**

JUVENILE SERVICES. *"Two years ago at the ICoVE hearing, I spoke of the unevenness and*

inconsistency in the level of educational services among juvenile detention facilities. The Illinois Supreme Court in its message to the legislature, had appealed for solutions to detention education problems. As a result, in June, 1990, the legislature asked the Court and State Board of Education to review detention services and make recommendations to the General Assembly to improve services and funding.

"Representatives of both organizations and staffers defined problem areas and made recommendations which were forwarded to the legislature. Funding responsibilities were defined and program planning processes were outlined including coordination

between the local school districts and detention administrators. Each detention facility would be required to have at least one staff person to act as a liaison between the child's home school and detention school to ensure successful transition from one to the other. To my knowledge, these recommendations have not been acted upon and remain unfinished business for the corrections community to address." **(Filson)**

MONITORING. *"We've been doing education for a number of years and a very good job. That's the only thing that has helped recidivism in our prison system. We have a new program under the new director, which is an excellent program, the PRESTART program. This mandates that we start these people out in an orientation program, bring them through the education system, show them what they can do themselves, and then we release them back into the community. The problem is we don't have the monitoring on a community level, because of no center for funding and various things that we do at the institutional level."* **(Hearing Participant)**

"And if we're going to try to work on overcrowding, we're going to have to keep them out of prison. We're going to have to network these people to the streets and give them somebody to kick them in the butt, or straighten them out, or do something when things get rough." (Hearing Participant)

"I know we have a community networking program that's practically statewide. It's developed on an individual basis. The guys are practically hand carried out there and introduced to a person to call when there's a problem. You *know, there's going to have to be a community effort, whether they're coming out of the system, or whether they're ready to go in. There's times when we can keep them in their community and get them in training programs like we do through the county-based probation projects. Now those people aren't going to prison. There are always alternatives to putting people in prison, that I think we need to look at."* **(Hearing Participant)**

KEEPING IN TOUCH. *"I've received several phone calls from guys that have gotten out and have jobs. I've even had one guy call me not too long ago and he had his fifth job. His problem is not getting a job, it's keeping a job. I've got guys out there working now, even with the economy the way it's going. But I usually get it in phone calls. They call the correctional center. Letters are very far and few in between, but I do have some. What we need, is to get this together. I think there should be kind of a system that they get in touch with us somehow on paper."* **(Hearing Participant)**

ICoVE MENTOR. *I'm a mentor of one of your graduates. Let me tell you what he said in getting out. He needed a little more help in transitioning into the real community. He had a debt. He had borrowed from a bank before he went in and before he got in trouble. And when he came out, the bank had sold the loan to a finance company that was going to dun him about 16 or 18 percent and was going to increase it if he didn't pay. Well, the guy was just getting out and he got that letter about as quickly as he got out, so some way or other, they were tracking him. He called me the day he got out, and it wasn't 24 hours.*

"The second thing he said, 'I need more practical application.' He happened to be a 'Hort.' student, and I realize they can't get out and go right out in the field. We didget him a job, or he got his own job. The first thing I said, 'Go to the Department of Employment Security,' and he did go there. He had two interviews. His interviewing skills were good. Whoever worked with him on how to get a job really helped.

"I've had a chance to meet his family, his mother, and work with them. We got the loan straightened around. He's now back in college as well as working 8 to 10 hours a day, and he's going to make it. I don't talk to this kid but once

a month, maybe, and most of the time it's on the phone, but he just needs to lean on me right now. He wants to buy a new truck and we're working on financing that--just a little problem we think nothing of. But you know these are big problems to those kids.

"He's going to be enrolled in a baccalaureate degree program next year. He has an associate degree, but he couldn't transfer. He's going to be a biology major now. He's a good kid. He got in trouble, though. He got three years or five years inside and he deserved it. He told me that. He said, 'I deserve it.' But at the same time, he's going to make it. This transition thing is so important. You people can do that in all of your classes. You might be assigned to teach math or machine shop, but some of these other personal competencies seem to be more important than even the skills.

"He called me about changing a job. He got a job as a night janitor, working from 11:00 p.m. to 7:00 a.m., when he got laid off. He's one of these kind of guys that'll do that. Then he went to school through the day, and I don't know when he slept.

"I'm sorry to hear about the cutbacks, but you are saving a lot of people out there and I want to congratulate you and thank you on behalf of the citizens because I pay taxes like you do." (Hearing Participant, Johnson)

"I've been in this business over 20 years, and I still miss who's going to come back to prison. And I would have bet that kid would never have stayed out. I didn't tell Pete that. But he's kept the guy out a year and more, and it's got to be that he's there for that telephone call. All it takes is a phone call. We use the motto: 'Give us one phone call before you take that next chance of crime, and we'll set you up with a mentor.'" **(Hearing Participant)**

COMMUNITY PROJECTS. *"The efforts ICoVE and the Board of Education have made to address problems of correctional educational deficits are well known to this group. We know, for instance, that a resource handbook for probation officers was developed and disseminated and training was provided for officers in career planning for adult offenders. Funding was provided for pilot projects tying court sanctions to education/job training programs and there were other projects to foster community networking. What have we learned from these efforts and what has happened to the pilot projects? I will share my observations:*

"First, there has been a heightened consciousness among probation officers as to the educational/job training needs of probationers and the ways of attempting to address those needs.

"Secondly, the pilot projects in southern Illinois which focused cooperative efforts . . . on addressing the needs of probationers seemed to be successful. The question ofwhether or not a similar program in a more urban area would have similar results was about to be answered by the programs developed out of the Lake County networking grant which contained an evaluation component. Unfortunately, the inability to find funding to continue the project has brought a halt to most of the direct service activities and eliminated the evaluation.

"Let me refresh your memories about the substance of the work of the Lake County Vocational Networking Committee. It began in June 1990 with an $18,000 grant of Carl Perkins Vocational Training Act money. Adult probation, the county jail work release program, the Northern Illinois Halfway house, the College of Lake County, the Lake County Area Vocational Center and the Private Industry Council coalesced in order to coordinate and expand vocational opportunities for offenders. The College of Lake County provided job enhancement training to incarcerated offenders, those on work release and those released to the halfway house. The Private Industry Council assisted in job placement and provided additional training for some. During the first year, the program provided job services to 80 offenders.

"Funding has become a major problem. In recent years, jail inmate welfare monies--proceeds from the commissary, etc.--have been used to supplement the grant. There is no certainty they will be available after this year. Probation monies which had been slated for the project have already dried up. In an effort to continue the project with as little money as possible, the College of Lake County has trained volunteers to continue the job enhancement training component in the Halfway House. The future looks bleak for the other groups." **(Filson)**

ILLINOIS PROJECT UPDATE

The Illinois Council on Vocational Education commends the Illinois State Board of Education on their utilization of 1 percent funds (from The Carl D. Perkins Vocational and Applied Technology Education Act of 1990) for innovative projects. These projects will undoubtedly produce products which can be used throughout the state. Ultimately, they can impact on the reduction of recidivism and improve the chances for releasees to become successful, productive citizens. The State Board's decision to use 1 percent funds for these projects has not been made at the expense of support for vocational programs, which have continued to be funded at the same level or higher than in other years.

FY '91 CRIMINAL OFFENDER PROJECTS
Contract Administrator: Nancy Harris

TITLE: Professional Development for Instructors of Incarcerated Individuals
AGENCY: Lambert and Associates
PROJECT DIRECTOR: Jonamay Lambert

The goal of the project was to improve vocational services to incarcerated criminal offenders by enhancing their instructors' and counselors' understanding of cultural issues and influences. This year, project activities focused on training DOC teachers on the multicultural curriculum that had been developed earlier in the project. Six one-day workshops were conducted involving 124 vocational instructors. As a result of these workshops, the curriculum was finalized, printed, and disseminated. It is anticipated that the training and curriculum will be incorporated into the ongoing program of DOC's Training Academy.

TITLE: Worker-Role Acclimation Training for Felony Adjudicated Juveniles
AGENCY: SAFER Foundation
DIRECTOR: Ron Ton

The project sought to provide exposure and acclimation to work values through the implementation of academic remediation training in a job-simulated setting. One hundred eleven delinquent juveniles participated in this program during this program year. Each was a school dropout and a felon-adjudicant age 15-17. They were accessed by the program through voluntary referral from the Circuit Court of Cook County, Juvenile Division and from the Illinois Department of Corrections Juvenile Field Service Division. Eight participants completed the scheduled six weeks of training (72%) with a cumulative attendance rate of 83%. Seventy-eight participants were successfully placed at the conclusion of training (70%). Through current follow-up data, seventy-six remain active in placement.

Academic progress through training was documented by administration of the test of Adult Basic Education (TABE) in a pre-test/post-test mode. Mean improvement in reading comprehension was 1.0 grade-level equivalents, and mean improvement in math computation was 2.1 grade-level equivalents.

TITLE: Developing Postsecondary Vocational Curriculum for Department of Corrections Students

AGENCY: Department of Corrections

PROJECT DIRECTORS: Raymond Quick/Glen Donaldson

The goal of the project was to develop consistent statewide curricula for DOC postsecondary students enrolled in programs offered contractually through community colleges and universities. Five programs: Auto Mechanics, Computer Science, Construction Trades, Foods Services, and Welding were identified based on labor market projections, number of students served, and number of programs offered.

Through a revised DACUM process, occupational task lists were verified, forming the courses and revised program offerings. Throughout the process, business and industry advice was sought and incorporated into curricular efforts.

By conclusion of the project, each of the five areas had a revised curriculum with suggested resources and teaching aides distributed to each instructor. These curricula have been incorporated into contractual agreements between DOC and community colleges to ensure program consistency.

TITLE: Training, Industry and Education (T.I.E.), A Corrections Partnership

AGENCY: Department of Corrections

PROJECT DIRECTOR: Raymond Quick

The goal of the project was to increase post-release success of inmates in the Department of Corrections by focusing the educational training and job opportunities available throughout the institution on job preparation.

Eleven sites participated in the project: 10 adult facilities and 1 juvenile facility. In the T.I.E. process, written agreements were developed which identified the coordination between industries and education. A total of 315 participants were identified and assisted in career planning. Of the 105 participants released, 42 have found employment as of the time of data collection.

Many areas of cooperation were established through project activities. An increase in employability skills training has occurred through Job Skills Workshops by institutional Job Service representatives. Quarterly workshops were conducted in most adult T.I.E. facilities and were well received by T.I.E. participants.

Support service agencies., such as Illinois Department of Employment Security, Safer Foundation, and ex-offender networks have cooperated and assisted with the objectives of the project. Safer representatives made on-site visits to assist in job placements prior to participants' release.

TITLE: Career Planning for Criminal Offenders-First Judicial District

AGENCY: Southern Illinois Collegiate Common Market

PROJECT DIRECTOR: Ron House

This project was a collaborative effort between nine probation offices and three community colleges in southern Illinois to provide career planning for adult probationers sentenced in the First Judicial Circuit.

The Individualized Career Plan was incorporated into the probation process, either after sentencing or working with the judge as part of the sentencing process. Forty clients were identified.

Nineteen clients were assisted in regards to educational achievement, career interests, aptitudes and abilities. ICPs were written for 28 clients. Thirty-four clients were enrolled in educational programs and 12 became employed.

A significant aspect this year was that in some instances, judges sentenced offenders to the terms and conditions of the career plan and the project. This fact added a new dimension to the entire concept of the program and certainly drew the attention of the client.

A success story is Kenny. In and out of trouble since the age of 12, Kenny had been involved in a crime which was destined to lead him to the Department of Corrections.

Prior to the disposition of Kenny's case, he became involved with the Career Planning Project. It was evident that he was in need of alcohol treatment. He agreed to participate in an in-patient alcohol treatment program and successfully completed the program prior to returning for the dispositional hearing. He enrolled and attended GED classes along with his wife and step-father.

At the dispositional hearing, Kenny was sentenced to six months at the Massac County Regional Detention Center, to serve community service hours, and to fulfill recommendations on the career plan. All community service hours were completed prior to entering the detention center. Kenny was allowed to serve his time in his home town where his wife and family could visit him regularly.

Kenny and his wife are to return to the GED program, most likely in the Spring, 1992. Through the use of the career planning project staff, the judge, states attorney and public defender, Kenny has been spared time within a state prison. Kenny has not been arrested or had problems with the law enforcement since his participation in this project. Regular contact is still being made by the career planner.

TITLE: **Community Support Program for Recently Released Inmates from Correctional Institutions Project**

AGENCY: **Southeastern Illinois College/Vienna Correctional Center**

PROJECT DIRECTOR: **Hartzel Black**

The goals of this project were to implement Applied Academic curricula and Principles of Technology into a vocational program in a correctional facility. The participants served by this project were inmates at the Vienna Correctional Center. A total of 136 students, 56 students completed nine units and 41 completed all 15 units. Average pre-test/post-test score differences were 12.23. Twelve other students participated in the Principles of Technology project which provided skills in math, English, hydraulics, pneumatics, mechanical systems and the physics related to each subject area. Pre-test scores averaged 78.79. This particular group of students gained the most from the project as demonstrated by their increase in pre-test/post-test scores of 20.62 points.

The Applied Mathematics was found to be an improvement for vocational instruction. The data indicate a positive learning experience in all areas. It is intended to maintain the Applied Mathematics in all vocational areas at the institution. The Principles ofTechnology program will be cross-linked with the existing plant maintenance program on a permanent basis in the future.

TITLE: **Vocational Network for Criminal Offenders**

AGENCY: **Clay-Jasper-Richland Educational Service Region**

PROJECT DIRECTOR: **George Ramsey**

The tri-county network consists of 22 participants representing criminal justice, educational and social service agencies. An important outcome of this project is the sequence of events that now exists if the returning offender makes contact with the network:

- the initial agency contacted will recommend another service agency if it is determined that a need exists,
- emergency funds are available to an offender, and
- temporary housing is available to "single offenders" who either have no home or if their family has refused to accept the offender.

For FY '91, thirty-three offenders (30 males, and 3 females) received assistance. Six received temporary housing which enabled them to qualify for Mandatory Supervised Release from state prison. Eighteen received clothing to sustain them before employment. Two completed GED certificates and two received rehabilitation services.

A success story is a woman who now makes a living as a housekeeper. She was extended a bank loan to purchase a used automobile that enabled her to meet job requirements. The loan has been paid off and she is a trusted employee in several homes. She was removed from the parole roles ahead of schedule.

TITLE: **Development of Local Vocational Network for Criminal Offenders in McDonough County, Illinois**
AGENCY: **Western Illinois University**
PROJECT DIRECTOR: **Tom Tomlinson**

The project served many criminal offenders by establishing avenues of cooperation between criminal justice and vocational education agencies. It has also enrolled fifteen offenders in the program who are successfully completing course work and will soon be looking for jobs with staff assistance. Project staff developed and conducted interviews with leaders of primary provider agencies (Sheriff, Adult, and Juvenile Probation, Parole Officer, Prosecutor, Macomb Public Schools, Spoon River College, and the JTPA Office). Availability of vocational services was also estimated among high schools, junior colleges, and business in McDonough County. A business survey was used to assess the business community's willingness to make vocational services and job placement available to offenders. As part of an avenue of cooperation, citizens and private organizations were brought together as a community advisory board. Criminal justice agencies and vocational educators met on four occasions to discuss the future direction and priorities of a permanent network of agency service providers. Among network providers, centralizing information regarding offender training and placement opportunities provided an overall structure for the project.

TITLE: **Local Vocational Network for Criminal Offenders**
AGENCY: **Illinois State University**
PROJECT DIRECTOR: **Toni McCarty**

The purpose of the project was to develop a local network among providers of services to criminal offenders. The local network committee meetings have provided an opportunity for educational service and criminal justice personnel to discuss (1) vocational programs that are available; (2) criminal population demographics; (3) problems associated with planning and implementing educational programs for offenders; and (4) recommendations and strategies concerning ways agencies. can best collaborate and offer services.

The principal activity of the network was the conduct of ten career enhancement classes with three groups: Lake County Sheriff's Jail Division, Lake County Sheriff's Work Release Program, and Halfway House of Northern Illinois. Sixty-nine individuals enrolled and completed the 24-hour program.

At the completion of the course, students earned a certificate from the College of Lake County and had completed a career play and resume. They left with a sense of direction and renewed confidence. Some were assisted in applying for duplicate social security cards or

birth certificates to facilitate obtaining identification needed for employment. Information was also made available on food, housing, and temporary jobs available immediately upon release.

The network committee is remaining active and the career enhancement classes are continuing, using local resources.

TITLE: **Dekalb County Offenders Network Project**
AGENCY: **Kishwaukee College**
PROJECT DIRECTOR: **Pam Funfsinn**

The purpose of the project was to increase educational and vocational abilities of offenders in Dekalb County, especially those incarcerated at the Dekalb County Jail. Twenty-eight clients were served in this fiscal year. Twenty-two clients completed Career Planning at the jail, which improved and focused their career and job seeking skills. Fourteen of those clients were assisted in finding full-time employment. Four clients enrolled at Kishwaukee College full-time. Twenty students completed their GEDs at the jail.

All of the clients served were also directed to the many social services available in Dekalb County. They were also assisted with: transportation, life planning, resumes, references, family problems, filling out job applications, social service, and financial aid applications, and in finding and retaining housing.

One client, a 30 year old man, enrolled as a freshman at Kishwaukee College, majoring in Biology in January 1991, under full financial aid grants, and was employed as a student worker in the mail room in the college in the spring semester. He plans to transfer to Northern Illinois University, after completion of an A.S. degree at Kishwaukee College, and earn a B.S. in Horticulture. He has a lengthy history of arrest, including two burglary charges. He completed his GED while incarcerated at the Dekalb County Jail and was thrilled to attend his GED graduation ceremony at the College last spring. This is one of the very few things in his life he has ever been proud of and feels that he may finally have the opportunity to change his life in a positive way.

TITLE: **Community Support Program for Recently Released Inmates from Correctional Institutions**
AGENCY: **University of Illinois**
PROJECT DIRECTOR: **Frederick Rogers**

The intent of this project was to plan, implement a process, and design a program that would make effective use of existing community resources. Project staff worked with Black churches in three communities (Joliet, Springfield, and East St. Louis) in the development of a program to serve minority youth who were at-risk of placement in correctional institutions and to help youth who were returning to the community from correctional institutions make a successful and productive transition back into the community.

FY '92 CRIMINAL OFFENDER PROJECTS
Contract Administrator: Dr. John Jordan

TITLE: **Alternatives to Incarceration Through Community Networking**
AGENCY: **Southern Illinois College**
DIRECTOR: **Hartzel Black**

The project, which targeted on an eight-county area in rural Southern Illinois, sought to provide holistic treatment services for juvenile and adult criminal offenders, at-risk populations, and families of these individuals. Through the joint efforts of an interagency network, individuals would be served locally.

TITLE: **Positive Anti-Crime Thrust**
AGENCY: **Prison Outreach Ministries, Chicago**
DIRECTOR: **Howard Saffold**

Using an African-centered approach, this program was designed to recruit ex-offenders and assist them in individual development--with special consideration given to sustained attention, direct application, and involvement.

TITLE: **Collaborative Programming for Ex-Offender Employment**
AGENCY: **Department of Corrections**
DIRECTOR: **Barry Bass**

Offender placement and reintegration services were provided for inmates identified in correctional centers prior to release. The project involved the coordination of institutional Pre-Start and educational programs with services provided by the AFL-CIO Joint Council and community agencies.

Recent projects, supported by the Illinois State Board of Education, are described in brief because reports of results are currently in process.

TITLE: **Community Support Program for Recently Released Inmates from Correctional Institutions**
AGENCY: **Universal Family Connection, Chicago**
DIRECTOR: **Lorraine Broyls**

The project focused on work with churches (especially Black churches) in Kankakee County to develop a program which would assist juvenile and adult criminal offenders in making a successful and productive transition back into the community.

TITLE: **REACH (Re-entry through Employment, Assessment, Counseling, and Higher Self-Esteem**
AGENCY: **Lambert & Associates, DesPlaines**
PROJECT DIRECTOR: **Jonamay Lambert**

In collaboration with four agencies. in a pilot project, the investigators sought to plan and test activities that would aid the transition of offenders into paid employment and back into the community.

INMATES' RESPONSES TO SURVEY

"MY CORRECTIONAL EXPERIENCE"
Documented by Pam Turner, 1991-92

"I am afraid that I will never gain the trust of society once I am released. Getting a job with a record--that's not going to be so easy."

"When I was a sophomore in high school, I quit! I couldn't handle all the problems. It seemed like for some reason I just couldn't get into the idea of studying and all the demands. Three weeks after I quit, I got in trouble for the first time. It's been down hill since."

"The primary reason I went to prison is because I had no self-respect, little or no self-esteem, and I could not focus my energy and time on anything productive. I was into drugs heavy."

"I have made some serious mistakes in my life and I have made some very bad decisions. I have paid a very high price for those mistakes. I try very hard every day to watch what I say and what I do. It's a never-ending battle."

"Seems as though I have always followed others. I was never a leader, but I could really follow. Following them right into prison. Really bad move on my part!"

"Booze, Drugs, and Women -- then prison. I thought I was on top of the world. Suddenly, the bottom fell out and I ended up in prison. The fast life is not the good life. Believe me!"

"I was always into big things--big money, big car, big friends. When all of those things took hold of me, I found myself in jail at 18, in prison at 20, and now I have a new perception: the things that really matter in life money can't buy! Money will never take the place of happiness, acceptance, and love. Those things are really important to me now. I say now because I never thought anything about any of that stuff before prison."

"Prison records don't appeal to employers! There are too many people without a prison record wanting to work. Finding a job and supporting myself will be a real problem now."

"When I first came to prison, I felt like I really didn't have much to lose. But now I know I had more than I ever realized."

"My life style was drugs, crazy behavior, and an 'I-don't-give-a-rip' attitude. That life style does not work in prison. It doesn't take long before you realize you have to change your ways."

"I dropped out of school because I was living a life that did not call for education. Drugs and booze didn't require a lot of education. My friends were all dropouts!"

"My temper has always been out of control. With two years in prison behind me, I have learned to think before I explode. It's amazing what being taken away from everyone and everything you know will do for you. It's a hard lesson! I have gained a lot of respect for my parents. I never thought they were too smart, but I was very wrong!"

"I felt like I had failed all the people who had helped me. I felt all alone."

"I need to get my head on straight and try to make something out of myself."

"The people I thought were my friends weren't! The only friends I have are members of my family and one other person. Prison makes you realize what friends really are!"

"Being a 'know-it-all' brought me to prison. I thought I was so tough. I thought nothing could get me down. I was so wrong."

"When I knew I was headed to prison, I could see where I went wrong. Why it took getting sent to prison, I don't know. I felt so depressed. I felt there was no way that I could handle being in prison."

"If I had only listened to those three small words, 'Just Say No!' I would have never ruined my life by going to prison."

"Going to prison when I was so young definitely has caused me some major problems. I have never held a job, I had to get my GED in prison, I am going to have an 'X' on my back the rest of my life. I will have to try twice as hard as the normal person now that I have been in prison."

"If I hadn't come to prison at 19, I would be dead. The type of lifestyle I was living, I had no chance of surviving."

"I will never darken the door of another jail or prison. I cannot lose any more of my life."

"My first experience in prison was terrible. I have never felt so empty inside. I was hurt emotionally and physically. Prison is too bad for anyone to experience."

"My family was devastated by my incarceration. I will have to work the rest of my life convincing them that I am truly sorry for all I have put them through. I love them but it's hard seeing them hurt--and hurt because I was so stupid. They tried to tell me. But I knew everything and they knew nothing."

"I am afraid to get out of prison. My old 'buddies' will be waiting for me. They are one of the main reasons I ended up here. I never want to go home."

"The primary reason for my incarceration was drugs and the people I hung around with. Wanting to be a part of the crowd got me a prison sentence."

"Before going to prison, I had run away from home and had been gone about six months. I didn't survive very long without guidance, did I? I hate to say it, but my family tried to tell me. You can see that I did not listen."

"My own stupidity, insecurity, and lack of self-respect is the reason I ended up in prison. I thought I was tough then. I really know what it means to be tough now. You have to learn that in prison."

"I am scared to get out of prison. I've been locked up since I was 16. I am 36 now."

"Before I came to prison, I had everything. My family tried to make me happy but nothing seemed to work. I gave up everything for a life of crime. I was so stupid. I had it all and gave it up."

"I hung around with the wrong people. If I could go back two years and know what I know now, I would have never come to prison."

"When I was in school, I didn't feel like I belonged there. For some reason, partying and just hanging out was more my place."

"I could not believe that I was going to prison! I had never been away from home for any period of time. I was scared stiff. It's been three years now and I am still scared. Scared to get out!"

"When I first realized I was on my way to prison and that I couldn't even go home after court, I was ashamed, scared, and totally alone. Suddenly, being a 'know-it-all, tough guy' meant nothing. None of my friends were there to encourage me. Really good friends! I haven't heard from any of them since I've been in prison."

"Believe it or not, prison was the best thing for me. I wouldn't be alive today. I would have been dead. I couldn't have gone on the way my life was."

"I was just about ready to quit selling drugs when I got busted. If only I had stopped one day sooner! My life wouldn't have ended up like this. Now I have to overcome being an ex-con."

"My mom was crushed when I came to prison, but at least she knows where I am. Before prison, she never knew where I was or if I was dead or alive."

"Mr. Cool -- that was me -- before prison. Now I am rather different. I know now that Mr. Cool was not Mr. Right!! I got myself in trouble. Nobody helped me."

"Prison is bad. Really bad. I felt alone and like it's the end of the world. I've hurt my family and, in the process, I have hurt myself and my future."

"This is my second time in prison. I finally realized that I had to learn to understand myself and what I wanted out of life."

"I had a temper, was angry with the world, and with God. All my friends are dead, and I always

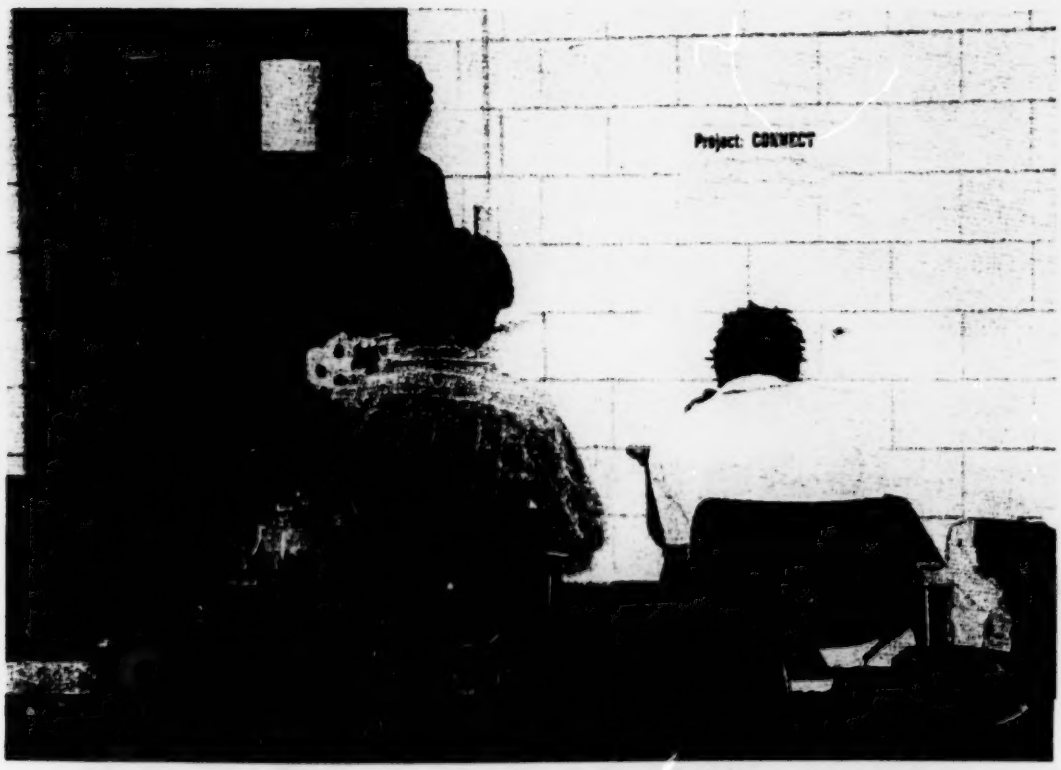
make it a point to keep acquaintances just that--acquaintances."

"I felt bad about coming to prison, but I also wasn't really mad because I needed this vacation to pick myself up. I was lacking in many areas. My attitude toward other people needed to be changed. I used to have a quick temper. I will be going out on my own with nowhere to stay. I'm determined to seek employment as soon as I get out. My grandmother stays in a small apartment in a building for the disabled. I'm not going to let anything or anyone stop me from getting myself in order. I won't tell an employer that I am an ex-offender. It would only make things worse. People who are not from the ghetto have misconceptions about people who were once in prison."

"I was scared because I had never been to prison before, even though I had been locked up before. But I was also glad because I would have another chance to get my life in order to be a happier person."

"I have many acquaintances and a few close associates. I have no friends. My father was my only true friend and he died."

"Being in prison is an unfortunate situation that I must suffer through, as well as my wife. She must experience substandard and demeaning living conditions, loneliness, and various unpleasant things."



A PROJECT CONNECT instructor discusses parenting responsibilities.

SUCCESS STORIES

Included among ICoVE's collection of Success Stories are ex-offender letters and communications from locations throughout the state and country and instructor and employer reports.

"I am writing in regards to my life since my release from the penitentiary. When I left, I had a goal of working in a salon and becoming the best hair stylist that I could be. As anyone who's been out of society for a length of time knows, there's that fear of failure upon you at all times. I also had a few obstacles facing me in acquiring my license. Thanks be to God for my family and their support. I was able to get my license straight. The next thing I had to overcome was the task of getting my tools together so I could be able to go to work. Now that I've started working and being able to be productive, it's really a good feeling. Granted, things are slow trying to build a clientele and establish myself, but I refuse to be defeated. I'm so grateful that I have become a patient person, one who is taking one day at a time. I realize I'm not as strong as I'm going to be, and going to N.A. meetings and getting that support helps a whole lot. Being an ex-addict, one who has been fighting a losing battle with drugs for a long time, it's hard staying straight with all the temptation. What keeps me going in the right direction is being honest with myself and believing in my highest power. Also, the will to live and be successful, having a desire to fulfill my goal. I hope I've given you enough insight through this letter to possibly become a speaker. Through my experiences maybe someone else may be helped." (Kenneth)

"I'm applying for admission to John A. Logan College. I am also pleased to say that your college taught me the skills I needed to become financially secure. Thank you again!" (Larry)

"I'm doing the work I love and learned during my stay in prison. I must say that each job I had after prison was given to me because of my education, experience, personality, and letters of support. My resume got me in the door to see lots of people. Please tell all inmates it pays to have an education." (Herman)

"I'm doing pretty good. I've been working construction for my dad ever since I got out. I just got home from vacation in Little Rock, Arkansas. I went down there to line up a sheet metal job. The first day I got a job installing duct work in Little Rock. It's all commercial type work. The receptionist wasn't even going to give me the time of day until I told her that I graduated out of your class and showed her the letter of recommendation you wrote me. She immediately called the boss and he hired me on the spot. I'm moving down there. I'm really excited." (Chuck)

Report #1. "Guess what? I went to work one week after I left prison. Thank God I took that surveying program. I work on a three-man crew (a rodman, a party chief, and the instrument man--that's me!). The party chief stops by all the time and answers any questions I have. He even draws pictures to help me understand anything I am having difficulty with. The job is great but definitely a challenge. With a job andno bills, I am saving most of my money. I make $9.00 an hour and am working 40-50 hours per week. Not bad for just getting out of prison, is it?" (D.F.)

Report #2. "I have been out since 10/88 and have worked for the same company since my release. You will be surprised that I will be paying income tax on close to $30,000 for 1991. I am amazed at myself. Three years with the same employer, from $9.00 to over $14.00 an hour pay raise, no more problems with the law, starting the process to become licensed, what do you think? I am proud to be able to tell you that all the time and effort to get ready to face this cruel word was definitely worth it." (D.F.)

"I love my job. They put me on a wheel chair crew and gave me a hip kit with scissors. They let me fill in on different shifts. I was planning to attend paramedic school through Northwest Community Hospital but that has changed. The program is full time and that isn't possible right now. I have found a program with Good Samaritan Hospital that is offered three nights each week and I will be able to work and go to school.

"I am up to $6.85 per hour now and I am working about 55-60 hours each week. It's tough but I haven't stopped learning. One bad thing happened last week--a guy died while I was driving the ambulance. It sure did set me back even though I knew he had terminal cancer.

"My boss invited all the employees to his home for Christmas dinner. Did I ever feel great. It was a real privilege to be accepted into his home like I was. My boss keeps telling me that I am a good worker and that I am so willing to learn. I am not done. I won't quit.

"People respect me. The medical field is a career to be proud of. People look up to those that help others. I'm not trying to impress anyone but myself. But it is nice to get compliments. It's really a change for me considering my past. If you are happy and smile a lot, people catch on. I want every guy leaving prison to experience success. I suppose that is unrealistic but life can be worthwhile." (D.B.)

"Thought I better drop you a line to let you know that the job is going great. I never dreamed how many birds there were in a 100,000. We have 40 acres of flight pens, four large outbuildings, and a barn. And we use every inch of them all when the birds are hatching. They really have a neat setup. If you ever get the chance, you should stop by and see their operation.

"I guess you must have taught me something. They have given me five raises since I started in June. Up here I need every nickel. I picked the second most expensive county in the state of Wisconsin to live in. I'm working approximately 51 hours a week, give or take a few hours, depending on the shipping schedule." (Gary)

"You may now wish to make another of your 'success' posters. Friday I began working on a surveying crew. Today I began operating the instrument. One of the co-owners of the engineering firm for which I'm working wants me to advance quickly to the position of crew chief. All things considered, I should be able to attain such a position within the next few weeks, or just as soon as I have assured my immediate supervisor that I know what I'm doing." (Bill)

"I am working well now. I put in about 36 hours a week. I thank God and all the people that helped me to be working. The program was a great help to me." (Melvin)

"I am currently employed as a manager of a company named 'Salon Temporaries.' I place new applicants, such as hair stylists, make-up artists, nail technicians, etc. in salons on a temporary basis, with my company paying their salaries.

"We have a limited range of clients now because the company is just starting and we are the first and only salon temps in the state.

"It would be a great help to inmates if they could come out and maybe be placed in the cosmetology business, salons, backstage support for fashion shows, etc. So if possible, will you please set something up--make arrangements where I can contact (write) the cosmetologist and barber school and maybe help the ex-convicts get into the job market once replaced back into the free society? I have no idea on how about doing this, but I know--speaking from experience--it is very hard trying to get a job once being labeled as an ex-felon.

"The prison system is not trying to help much, but with your help and others, we can make a difference. I have had many doors closed on me because of my record. Although qualified--passing all tests, office skills and computer skills excellent, typing 60 words per minute, and an Associate of Applied Science Degree in data processing--still, when I wrote 'incarcerated,' nothing else mattered. It took me about six months and many, many applications, the blessing of God, being persistent, not giving up hope to make this possible. Now I would like to help others." (James)

"Mr. W. called the Associate Dean of Correctional Education to request a transcript and advisement as to the appropriate steps to pursue the Associate of Arts Degree. He will either be transferring all college credit to Connecticut or be transferring courses from Connecticut back to this college to receive the Associate of Arts Degree.

"He indicated that everything is going well. He feels he has his life together. He is happy with his job and contented with his life. Mr. W. is Chief of Operations for Zodiac Inflatable Boats in Connecticut." (Electronics Instructor)

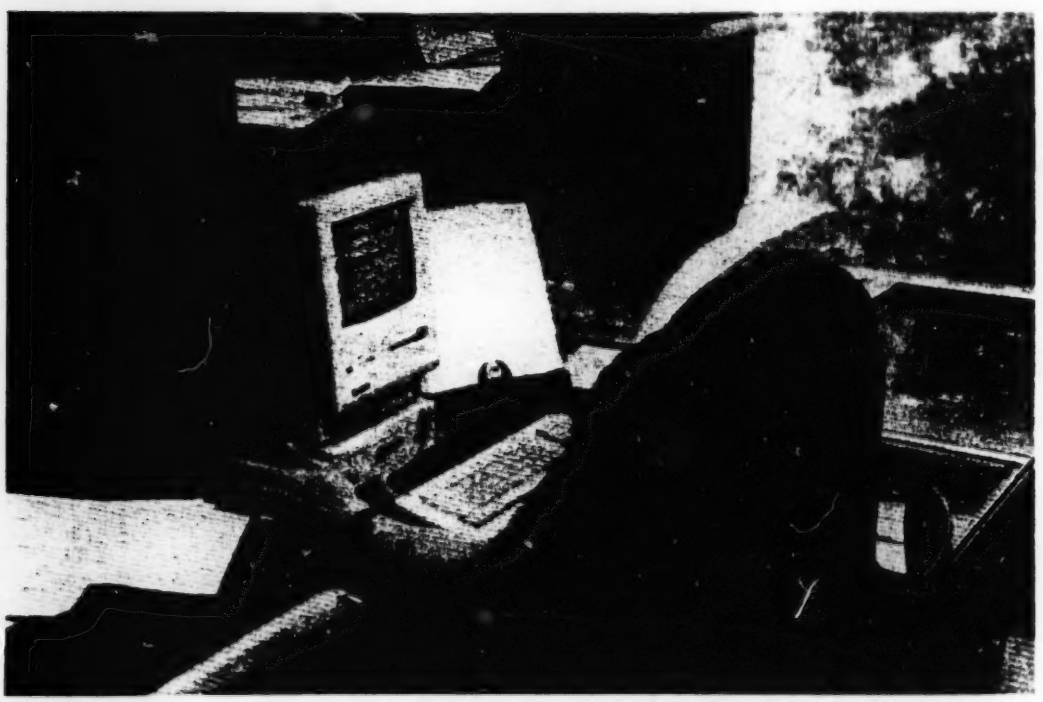
"I would like to tell you about Larry M., who was employed on January 27, 1992. Please keep in mind that this young man did not have an abundance of funds to survive on. He went right to work and has never refused to come in for back-up when he is called, nor has he missed a day's work. Last week I received a phone callcommending Larry for his compassion and medical skills. On his own time he took the time to attend to a person in need. The same week our bookkeeper had made an error on Larry's payroll over paying him $101.43. As soon as he received his check he immediately called our main office and informed them of the error. I feel that this was also an act to be commended for, as an employee is always ready to tell you when you have shorted them, but seldom do they mention over payment." (Ambulance Service Employer)

"Herman is a very competent staff member who performs his job responsibilities conscientiously and learns quickly. He is very dependable and reliable, willing to work hard, and works overtime as much as possible when needed. He follows instructions without necessary supervision and is willing to do whatever is asked. He sets high standards for himself that are reflected in the work he produces.

"Herman has a good rapport with the other staff members and his work ethic motivates others. His personality is definitely a positive influence with whomever he comes in contact.

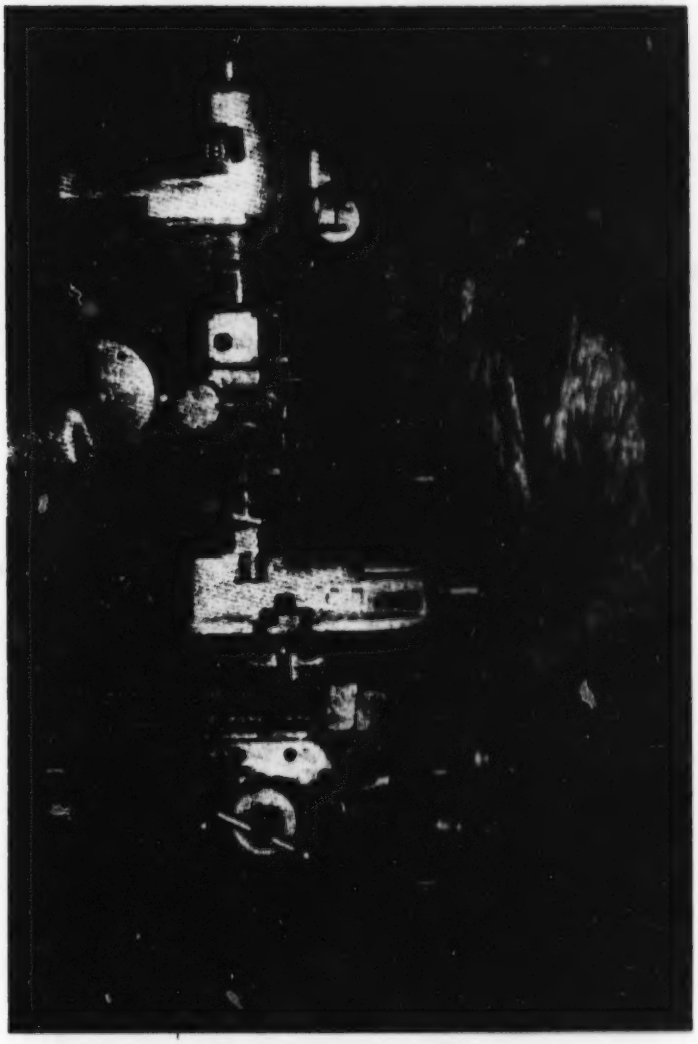
"Herman has quickly grasped the functions of the offset printing area, and he has made a definite contribution to the production of the area in a relatively short time span. He is always willing to go the "extra step" to complete the job as requested.

"Herman's commitment to his job responsibilities and his contributions to the success of the offset area are recognized and very much appreciated." (Word Processing Center Employer)



Journalism and Electronic Data Processing Vocational Training

APPENDICES



Correctional Education Industrial Machinist Southeastern Illinois College Vocational Training

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PERSONAL PROFILE FORMS

As an early step in the rehabilitation process, it pays to know the offender as an individual. Documenting the backgrounds of offenders--with their cooperation, of course--will often provide insight into ways of helping them improve their lives. Clues emerge from the data collected as to their motivations, abilities, limitations, problems, and concerns.

The following personal profile forms, which have been reduced in size for this publication, were designed by Pam Turner, Southeastern Illinois College, Vienna. Corrections and agency personnel may find them useful in working with offenders, both in and out of prison.

Personal Data

NAME _____
(Last) (First) (M.I.)

A.K.A.(s) _____

HOME ADDRESS: _____

_____

_____

COUNTY: _____

HOME PHONE #:

MESSAGE PHONE #: (IF YOU ARE UNABLE TO BE REACHED)

_____ _____ _____
Message Phone #1 Names of Person Relationship
(Forms provide for 3 listings)

DATE OF BIRTH: _____
(Month) (Day) (Year)

PLACE OF BIRTH: _____
(City) (State)

SOCIAL SECURITY #: _____

DRIVERS LICENSE #: _____
___Current ___Pending

MARTIAL STATUS: __NEVER MARRIED __DIVORCED
__MARRIED __WIDOWED
__SEPARATED

DEPENDENTS: HOW MANY?_____

Family Background

MOTHER'S NAME: _____
LIVING __ YES___NO

DESCRIBE YOUR RELATIONSHIP WITH YOUR MOTHER:_____

MOTHER DEALINGS WITH THE LAW: _____

MOTHER SUBSTANCE ABUSE HISTORY: ____DRUGS____ALCOHOL

FATHER'S NAME: _____
LIVING __ YES___NO

DESCRIBE YOUR RELATIONSHIP WITH YOUR FATHER:_____

_____

FATHER DEALINGS WITH THE LAW:_____

FATHER SUBSTANCE ABUSE HISTORY: ____DRUGS____ALCOHOL

BROTHERS/SISTERS: HOW MANY?_____

DESCRIBE YOUR RELATIONSHIP WITH YOUR BROTHERS AND SISTERS?

_____

BROTHERS/SISTERS DEALINGS WITH THE LAW: _____

_____

BROTHERS/SISTERS SUBSTANCE ABUSE HISTORY: ____DRUGS____ALCOHOL

HAS ANY FAMILY MEMBER EVER BEEN IN PRISON? ___YES____NO

IF YES, HOW ARE THEY RELATED TO YOU?_____

BRIEFLY DESCRIBE YOUR CHILDHOOD:

_____

_____

IF YOU COULD CHANGE ONE THING ABOUT YOUR CHILDHOOD, WHAT WOULD IT BE?_____

AT WHAT AGE DID YOU HAVE YOUR FIRST ENCOUNTER WITH THE LAW?_____

CRIMINAL HISTORY

OFFENSE/CONVICTIONS	DISPOSITION/SENTENCE	RELEASE DATE
_____	_____	_____

WHAT DO YOU FEEL WAS THE ONE MAIN REASON YOU ENDED UP IN PRISON? _____

_____

MILITARY HISTORY

REGISTERED WITH SELECTIVE SERVICE:____YES____NO

IF YES, SELECTIVE SERVICE #: _____

VETERAN: ____YES____NO

DISCHARGE STATUS:____HONORABLE____DISHONORABLE

BRANCH OF SERVICE: _____

HEALTH HISTORY

RATING: ____POOR____FAIR____GOOD____EXCELLENT

DISABILITY: ____YES ____NO
IF YES, EXPLAIN:

SUBSTANCE ABUSE HISTORY

____DRUGS ____ALCOHOL

HOW HAS YOUR LIFE BEEN AFFECTED BY DRUGS AND/OR ALCOHOL? _____

EDUCATIONAL BACKGROUND

HIGH SCHOOL GRADUATE: ____YES ____NO

GED GRADUATE: ____YES ____NO (In Prison)

____YES ____NO (On the Street)

IF YOU DROPPED OUT OF SCHOOL, WHAT DO YOU FEEL WAS THE MAIN REASON?

VOCATIONAL SKILLS TRAINING

PROGRAM: _____

DATES ATTENDED _____

SCHOOL/COLLEGE: _____

LOCATION:

LENGTH OF TRAINING: _____ CERTIFICATE: ___YES ___NO

2 YEAR DEGREES

___ ASSOCIATE IN SCIENCE ___ ASSOCIATE IN ARTS ___ ASSOCIATE IN APPLIED SCIENCE

4-YEAR DEGREES

BACHELOR IN _____

MASTER IN _____

4-YEAR UNIVERSITIES ATTENDED:

University_____ Location _____ Dates of Attendance _____

WORK HISTORY (JOBS ON THE STREET)

EMPLOYER:

POSITION:

DATES OF EMPLOYMENT:

TERMINATION REASON:

(Forms provided for 6 listings)

WORK HISTORY (JOB ASSIGNMENTS IN PRISON)

INSTITUTION:

ASSIGNMENT:

DATES OF ASSIGNMENT:

TERMINATION REASON:

(Forms provided for 6 listings)

ICoVE-CORRECTIONS HEARING PARTICIPANTS

Decatur, Illinois
March 31, 1992

ICoVE PANEL MEMBERS

Hartzel Black
Valee Salone
Percy Murdock

ICoVE CONSULTANT

Dr. Bessie Hackett

ICoVE STAFF

Peter Johnson
Peggy Ittenbach

GUESTS

Edward Bonner, IYC, Warrenville
Joli Boone, Hill CC, Galesburg
Randy Boyd, Vienna CC, Vienna
Ross R. Bradley, SIC/IYC, Harrisburg
Dan Bruel, Centralia CC, Centralia

Mary Cary, SIC/ Vienna CC., Vienna
Jim Cherry, SIC/Vienna CC, Vienna
Stacey Craig, SIC/ViennaCC, Vienna
Jeff Crossland, Menard CC, Menard
Rich Dalman, Centralia CC, Centralia

Mike DeVilbiss, Centralia CC, Centralia
Ginny Denton, KC/Vienna CC, Centralia
Diana Douglas, SIC/Vienna CC, Vienna
Nancy Filson, Admin. Office of IL Courts, Chicago
S. C. Flun, Danville CC

Kent Frailey, Graham CC, Hillsboro
Jerry Trover, Vienna CC, Vienna
Gregg Gregory, Graham CC/LLCC, Hillsboro
Jim Grundel, Admin. Office of IL Courts, Springfield
Brenda Harris, Graham CC, Hillsboro

John Hostert, Centralia CC, Centralia
E. Henderson, SIC/Vienna CC, Vienna
Bruce Hering, SIC/Vienna CC, Vienna
Ken Hight, IYC, Harrisburg
Mary Hodges, Centralia CC, Centralia

Clinton Jackson, Centralia CC, Centralia
E. J. Keipp, SIC/Vienna CC, Vienna

Mike LaRussa, Pontiac CC, Pontiac
Michael A. Lane, IL River CC, Canton
Randy Lingle, SIC/Shawnee CC, Vienna

Carol Lytle, Hill CC, Galesburg
Tom Majors, Pontiac CC, Cornell
Wes Martin, Hill CC, Galesburg
Martha McCrary, Centralia CC, Centralia
Sandra McGill, Vienna CC, Vienna

James P. Miles, SIC/Vienna CC, Vienna
Norm Miller, Centralia CC, Centralia
Richard Miller, SIC/Vienna CC, Vienna
Paul Mocaby, Centralia CC, Centralia
Clarence Modglin, E. Moline CC, E. Moline

Joe Maeser, Vienna CC, Vienna
Carol Ann Most, IL River CC, Canton
Jack G. Certle, Vienna CC, Currier Mills
Jeffrey L. Paisely, Western IL CC, Mt. Sterling
Pamela Peters, Robinson CC, Robinson

Rudy Phillips, Pontiac CC, Pontiac
Anthony J. Porcaro, IYC, Warrenville
Bill Poulos, SIC/Vienna CC, Vienna
Barbara Pruett, SIC, Vienna
Steve Puscas, Kane County Youth House, Batavia

Ava Rawlings, Centralia CC, Centralia
Richard Rittenhouse, Centralia CC, Centralia
Javier Sanchez, IYC, Warrenville
Bill Schriever, Pontiac CC, M.S.U., Saunemin
Ronna Shepherd, SIC/Vienna CC, Vienna

Bill Simmons, Pontiac CC, Wenona
Al Simonson, Danville CC, Danville
Jack K. Sistler, SIC/Vienna CC, Vienna
Sally Steffens, Univ. of IL, Urbana
Nancy Sullivan, Vienna CC, Vienna

Jeff Thompson, SIC/Vienna CC, Vienna
Pam G. Turner, SIC/Vienna CC, Vienna
Roy Vicich, IYC, Warrenville
Vern Wasson, Graham CC, Hillsboro

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ILLINOIS' PRISON POPULATION

Facility	Open (FY)	Sec.	Sex	Design Capacity	Actual Pop.*	Percent Capacity
* Joliet Prison	1860	Max.	M	761	1,319	173.3%
* Menard	1878	Max.	M	1,460	2,387	163.5%
* Menard Psychiatric	1970	Max.	M	315	384	121.9%
* Pontiac	1892	Max.	M	1,258	1,928	153.3%
* Stateville	1920	Max.	M	1,506	2,043	137.7%
* Big Muddy River	1993	Med.	M	952	Opening	pending
* Centralia	1981	Med.	M	750	1,131	150.8%
* Danville	1986	Med.	M	896	1,686	101.2%
* Dixon	1984	Med.	M,F	1,179	1,677	142.2%
* Graham	1981	Med.	M	750	1,331	177.5%
* Hill	1987	Med.	M	896	1,544	172.3%
* Illinois River	1990	Med.	M	926	1,511	163.2%
* Logan	1978	Med.	M,F	826	1,075	130.1%
* Shawnee	1984	Med.	M	1,046	1,482	141.7%
* Sheridan	1973	Med.	M	624	1,072	171.8%
* Western Illinois	1989	Med.	M	728	1,274	175.0%
* Jessie Ma Houston	1981	Min.	F	42	49	116.7%
* Jacksonville	1984	Min.	M	500	676	135.2%
* Kankakee	1992	Min.	F		Included in Dwight figures	
* Lincoln	1984	Min.	M	558	730	130.8%
* Robinson	1991	Min.	M	600	919	153.2%
* Taylorville	1991	Min.	M	600	930	155.0%
* Vandalia Prison	1921	Min.	M	599	929	155.1%
* Vienna	1965	Min.	M	845	1,111	131.5%
* Dwight	1930	All	F	545	747	137.1%
® Chicago	1993	Min.	M	200	Opening	pending
® Crossroads	1984	Min.	M,F	250	253	101.2%
® Decatur	1979	Min.	M	80	103	128.8%
® East Moline	1981	Min.	M	688	938	136.3%
® East Moline #1	1984	Min.	M		Included in East Moline figures	
® East Moline #2	1984	Min.	M		Included in East Moline figures	
® Fox Valley	1972	Min.	M	100	110	110.0%
® Joliet Comm. Corr.	1968	Min.	M	92	102	110.9%
® Metro	1974	Min.	M	52	76	146.2%
® Peoria	1985	Min.	M,F	63	72	114.3%
® Southern Illinois	1969	Min.	M	60	62	103.3%
® Urbana	1975	Min.	M	83	87	104.8%
® Winnebago	1970	Min.	M	71	91	128.2%
# Clayton	1993	Min.	M	150	Opening	pending
# DuQuoin	1993	Min.	M	200	Opening	pending
# Greene Co.	1993	Min.	M	200	Opening	pending
# Hanna City	1984	Min.	M		Included in Illinois River figures	
# Hardin Co.	1981	Min.	M		Included in Shawnee figures	
# Paris	1993	Min.	M	200	Opening	pending
# Springfield	1980	Min.	M		Included in Lincoln figures	
# Vandalia WC	1981	Min.	M		Included in Vandalia figures	
• Dixon Springs	1994	Min.	M,F		Included in Vienna figures	

As of June 12, 1992

* Prison, ® Work release center, # Work camp, • Boot camp

Taken from the State Journal-Register/Springfield, IL, June 28, 1992. Source: IDOC

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Illinois AFL-CIO Manpower Assistance Program
Bloomington, IL

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ICoVE Past Chair, 1988-90
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Illinois State Chamber of Commerce
Chicago, IL

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Southeastern Illinois College
Central Administration Office for Correctional Education
Vienna, IL

JAMES E. DENNY
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IMCERA Group, Inc.
Northbrook, IL

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Conference Coordinator
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Southern Illinois University
Carbondale, IL

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System Director
East St. Louis Regional Vocational System
E. St. Louis, IL

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Freeport, IL

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Niles, IL

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State Representative, 88th District
Dairy Farmer
Bloomington, IL

VALÉE L. SALONE, Esq., ACSW
Executive Director
Nia-Comprehensive Center for Developmental Disabilities
Chicago, IL

MARY BETH STINE
System Director
Clay-Jasper-Richland-North Wayne Regional Vocational System
Flora, IL

GERALD M. SULLIVAN
Business Manager
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Chicago, IL

ICoVE STAFF

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CAROL McGEE
Assistant Executive Director

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Secretary

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Secretary

ILLINOIS COUNCIL ON
VOCATIONAL EDUCATION
100 Alzina Building
100 North First Street
Springfield, Illinois 62702-5186
(217) 782-2892
FAX (217) 785-1218

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March 1993 5M 565B-99 No 497